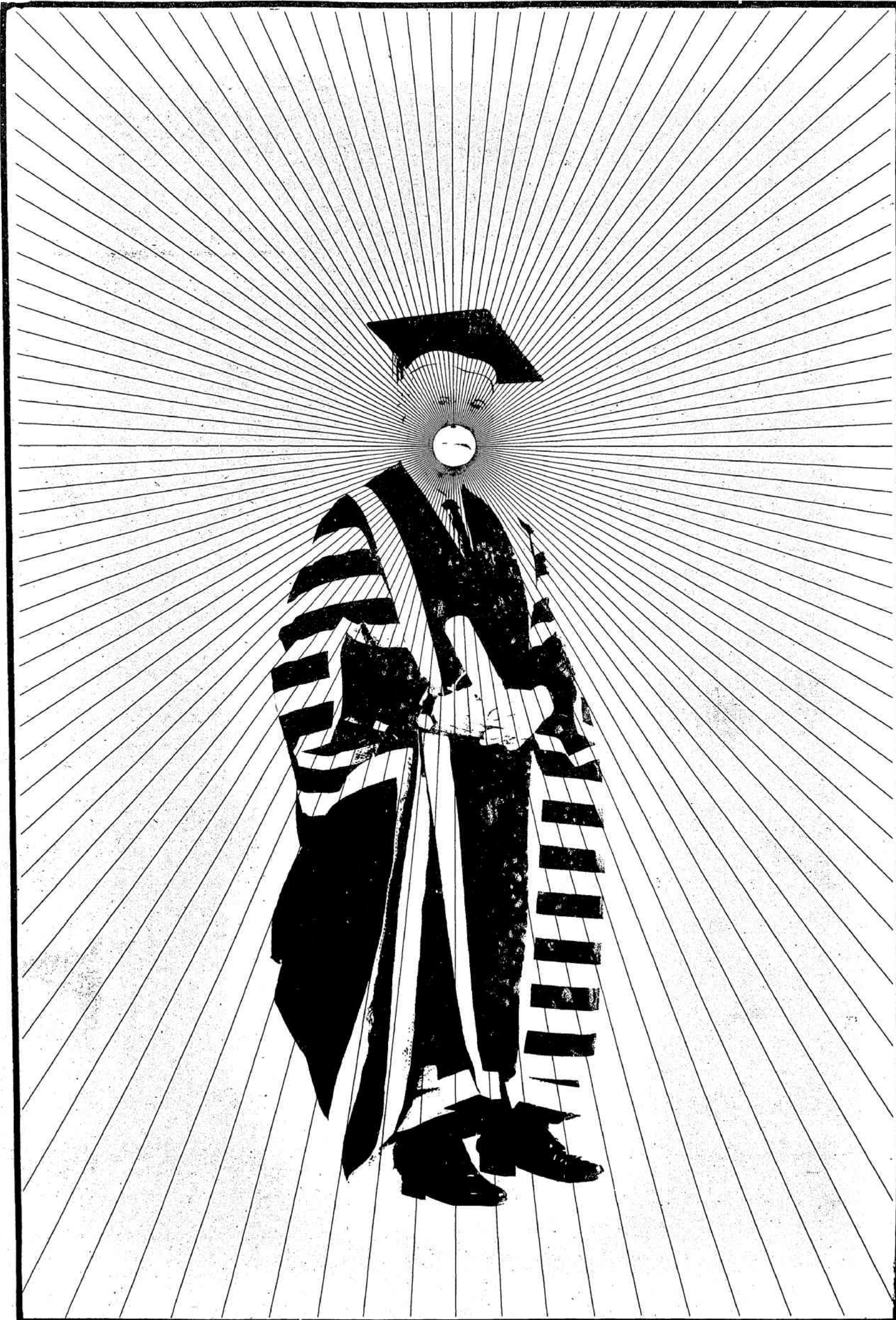


OCT 1971

W
O
R
L
D



*The time has come the students were told
to give up your knavish tricks.
Forget complications and commiserations
and study and study like shit.
Don't harbour draft dodgers or occupy lodges
study and study like shit.*

*The time has come the students yelled back
to go stick your petty exams.
There are things more important than knowledge of nonsense
so go stick your petty exams.*

*We'll defy court orders, we'll smash law and order
we'll struggle and fight for success
we couldn't give a stuff
about what you tell us
it's the WORLD that's dying right now.*



CHANGING ATTITUDES!

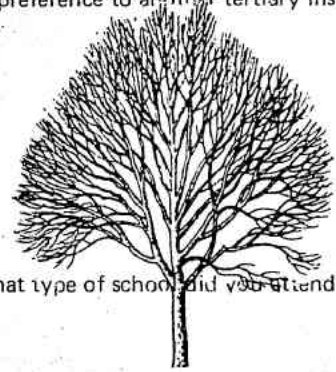
AUSTRALIAN NATIONAL UNIVERSITY STUDENTS' ASSOCIATION.
1971 STUDENT ATTITUDES SURVEY

AUGUST

| | | | | |
|--|-------------|---------------|-----------|------------------------|
| 1. Are you a full time student | 7.3 | Part-time | | |
| | 92.7 | Full-time | | |
| 2. How do you finance your University study (main contributor)? | | | | |
| (46 a) Scholarship holder | No Schol. 0 | Schol. 0 | No Ans. 1 | Student Loan |
| (6 b) Non scholarship holder | 3 | 2 | 4 | Own Savings |
| (16 c) No Answer | 6 | 1 | 2 | Own income |
| | 6 | 1 | 2 | Parental allow. |
| | 5 | 3 | 5 | Parents cover costs |
| | 16 | 0 | 3 | Living Allow. |
| | 21 | 1 | 0 | Other (please specify) |
| | 57 | 7 | 17 | |
| 3. How much do you believe it costs to attend University for a year? | 8.8 | over \$2,000 | | |
| | 20.6 | \$2000-\$1500 | | |
| | 51.5 | \$1500-\$1000 | | |
| | 16.2 | \$1000-\$500 | | |
| | 2.9 | \$500 or less | | |
| 4. Is this more than you expected? | 20.6 | Yes | | |
| | 78.0 | No | | |
| | 1.4 | No answer | | |
| 5. How would you rate your financial position and future to enable you to continue study next year (taking into account rises in tuition fees and hall fees) | 88.8 | Sufficient | | |
| | 10.3 | Insufficient | | |
| | 9 | No Answer | | |

JANUARY

| | | |
|---|------|---|
| 1. Please indicate your sex | 56.2 | Male |
| | 43.8 | Female |
| 2. Why did you choose to come to University in preference to another tertiary institution | 2.8 | Parents' wishes |
| | 3.7 | Status |
| | 68.5 | It gives the qualifications for the job I wish to do. |
| | 8.4 | It offers the widest range of subjects |
| | 14.9 | It offers the best opportunity for study & research. |
| | .9 | My friends came |
| | .9 | No Answer |
| 3. What type of school did you attend? | 61.7 | State |
| | 21.5 | Private (non catholic) |
| | 16.8 | Catholic |
| | 0 | Technical |
| | 0 | Other |
| 4. Would you say you had a rural or urban background? | 27.2 | Rural |
| | 72.8 | Urban |



JANUARY AND AUGUST SURVEY

| | | | |
|---|------------|-----------|--|
| 5. How sure are you of your future after you leave university? | January 30 | August 29 | Sure |
| | 49.6 | 44.6 | Somewhat sure |
| | 16.8 | 25 | Unsure |
| | 2.8 | 1.5 | Have not thought seriously about it yet. |
| | .9 | | No answer |
| 6. When you think of a University, which of the following concepts do you think of? | 14 | 17.6 | hard work |
| | 4.7 | 4.4 | social life |
| | 12.3 | 13.2 | career |
| | 4.7 | 1.5 | discussion |
| | 12.31 | 2.9 | new ideas |
| | 16.8 | 19.1 | study and research |
| | 35.5 | 39.7 | intellectual development. |
| | 0 | 1.5 | no answer |
| 7. Do you think you will finish your course in the minimum time? | 90.0 | 76.5 | Yes |
| | 7.2 | 22.0 | No |
| | 2.8 | 1.5 | No Answer |
| 8. Have you been active in clubs or organisations outside studies? | 46.8 | 51.5 | Yes |
| | 53.2 | 47.1 | No |
| | 0 | 1.5 | No Answer |

| | | | |
|---|------|------|--|
| 9. If you answered 'Yes' to Q. 6 do you find it difficult to mix the two without your study suffering? | 18.0 | 45.9 | Yes |
| | 82.0 | 51.5 | No |
| | 0 | 2.9 | No Answer |
| 10. Would you question a teacher on | Jan | Aug | |
| a) His specialised subject matter | 67.4 | 76.0 | No 30.8 N/A 1.8 N/A 0 |
| b) Disciplinary matters? | 5.9 | 60.0 | 38.3 28.0 3.7 0 |
| c) General community issues? | 80.5 | 73.6 | 17.7 26.4 1.8 0 |
| d) His teaching technique & approach to the subject? | 59.9 | 66.0 | 36.4 34.0 3.7 0 |
| 11. Should students at university have a say in determining the subject matter of their courses? | 67.2 | 77.9 | Yes 30.0 No 16.9 No Answer 2.8 5.9 |
| 12. Should students accept the Authority of staff without question? | 20.6 | 19.2 | Yes 76.6 No 77.9 No Answer 2.8 2.9 |
| 13. How far should you be prepared to go in protesting over a particular issue? | 6.5 | 5.9 | No protest at all 17.7 Sign petitions 13.2 peaceful demonstrations 58.1 break the law 51.5 organised civil disobedience 2.8 violent demonstrations 0 No Answer 0 11.5 |
| 14. If you could vote in Federal elections which party would you vote for | 27.1 | 26.4 | L/CP 35.5 ALP 44.1 DLP 5.6 4.4 Australia Party 16.8 1.4 Communist Party 1.8 4.7 Others 5.9 No Answer 8.4 2.8 |
| 15. Do you believe that the Government should conscript men to military service | YES | NO | No Answer |
| a) in "peace time"? | 20.5 | 26.5 | 78.6 73.5 .9 |
| b) in times of "national emergency"? | 73.0 | 64.5 | 22.4 35.2 4.7 |
| 16. Do you support the Australian military commitment to Vietnam? | 34.6 | 23.5 | Yes 65.4 No 75.0 No Answer 1.5 |
| 17. Do you believe that Australia is threatened by Communism? | 26.2 | 25.0 | Yes 71.1 No 73.5 No Answer 2.8 1.5 |
| 19. Do you believe that Australia should exchange sporting teams with Sth. Africa & Rhodesia? | 64.6 | 32.4 | Yes 28.0 No 66.1 No Answer 7.5 1.5 |
| 20. Do you believe that discussion of Australian & international political affairs is an important part of university life? | 81.2 | 89.6 | Yes 16.8 No 8.8 No Answer 1.8 1.5 |
| 21. Should students as a body take on active interest in national issues? | 83.0 | 88.0 | Yes 14.0 No 12.0 No Answer 2.8 0 |
| 22. Should students as a body be prohibited from discussing from discussing & acting on any issue that is discussed within society? | 4.7 | 83.0 | Yes 12.1 No (Not asked in August) No Answer |
| 24. Have you ever been offered an illegal drug? | 29.9 | 36.8 | Yes 70.1 No 63.2 |
| 25. Have you ever taken or smoked an illegal drug? | 9.35 | 16.2 | Yes 90.65 No 83.8 |
| 26. Do you believe that Marijuana should be legalised? | 30.3 | 37.3 | Jan 61.3 Aug 56.8 8.4 5.9 |
| 27. Do you believe that drug taking would affect your studies? | 85.0 | 85.3 | Yes 8.4 No 12.7 No Answer 5.6 2.9 |
| 28. Do you think that contraceptive devices, although not free, should be available | 73.8 | 91.2 | Yes 23.4 No 8.8 No Answer 2.8 0 |
| 29. Are you in favour of legalising abortion? | 31.8 | 36.7 | Where it can be shown that the mother will suffer mentally and physically if the child is born. In all other cases In some cases In all cases Not at all No Answer 0 0 29.9 23.5 27.1 25.0 11.2 10.3 0 4.4 |

AUSTRALIAN NATIONAL UNIVERSITY SPORTS UNION

GENERAL MEETING

A General meeting of the ANU Sports Union will be held in the Refectory, Union Building, on Thursday, 14th October, 1971, commencing at 7.30 pm.

COMMONWEALTH UNIVERSITY SCHOLARSHIPS

Later year and mature age

Applications close 30th September, 1971

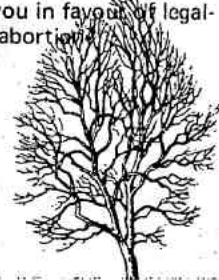
Forms and Brochures available at Enrolment Office.

CASAN October Meeting.

The October meeting of CASAN (Concerned Asian Scholars of Australia and New Zealand) will be held in the Asian Studies Building, Lecture Room II, at 8 pm on Monday 4 October.

Main items for discussion are (1) questionnaires on students' complaints distributed in the Asian Studies Faculty; (2) 500 Anti-White Australia posters; and (3) CASAN Publications Series.

For further information, ring Peter McCawley (3101) or Colin Mackerras (3121).



REFSHAUGE



SRC PRESIDENT for 1972

ELECTION FIGURES.

Gorter 86
 Refshauge 447
 Francis 25
 Joseph 49
 Harrison 46
 Padgham 59
 Richards 327
 Morris 59
 Bhalla 139
 Informal 34
 Total 1271

A final winner was not found until the preferences of seven of the nine candidates had been distributed. During distribution the order of elimination was:

Francis, Harrison, Joseph, Morris, Padgham, Gorter, Bhalla.

The final figures being

Richards 552 and Refshauge 647.

Thus Richard Refshauge is the President elect for 1972.

...AND IF YOU ARE SEARCHING FOR TRUE HAPPINESS, YOU MUST DECIDE FOR CHRIST AND ACCEPT JESUS AS YOUR LORD AND SAVIOUR!!



Q: Why was P.C. Plodd embarrassed?
 A: Because he saw a bum sitting on a park bench.

OPPOSE FEE RISES

1. ANNOUNCEMENT: On the 22nd September, 1971, the Adelaide Advertiser ran an interview with Professor Auchmuty, Chairman of the Australian Vice-Chancellors' Committee, which gave a clear indication that the States will force fee rises on universities throughout Australia for the 1972 academic year.

2. THE REASON: The 1971-72 Federal Budget provided supplemental grants to the universities in lieu of non-academic and academic staff rises (plus sundry expenses) which had to be met by the States on the 1:1.85 basis. The States are insisting that student fees should make up part of their 1.85 matching grant.

3. THE RESULT:
 a) University fees have almost doubled in some universities inside two years. As far as we know, the fee rise shall be as follows:

| | |
|--------------------------------|-----------------------|
| Western Australia | 26% |
| Queensland | 20-26% |
| Victoria | 11-15% |
| New South Wales | 16.66% |
| Australian National University | 6% (or a little more) |
| Tasmania | Not known |
| South Australia | 16.66% |

b) If you work out your own increases you will realise that it effectively means fees over \$600 for many subjects in many States.

c) Even if a family is earning \$3,000 per year clear, to send a son or daughter to university without a scholarship means to devote 20% of your total income to only one aspect of a very costly education.

d) Social Selectivity of tertiary education is being increased out of sight. If you are working for a change in admissions policy, it will be ineffective if you continually allow fee increases to go through without confrontation.

e) Part-timers and non scholarship holders will face the prospect of not being able to save enough EVEN when working through all vacations, and all part time in-term work available, to pay over \$600 in fees.

f) Failure rates are 37% at this moment. Those who are failing are the repres-

entatives of low income groups who are working their guts out to simply enter the competitions. Fee rises will further discriminate against them.

4. Where is your Support? The Australian Vice-Chancellors openly oppose fee rises. They are forced by State Governments to implement them. We must give them reasons to stop implementing fee rises.

Few staff will support fee rises. Even scholarship holders will oppose fee rises, for they know that if they drop their scholarship, chances are, they will drop their degree though an inability to meet stupendously high fees.

5. What Action can you Take?

a) Organise mass meetings of students to condemn fee rises. Discuss action you could take.
 b) Get at least 60% of the university community (staff, students and administration) to sign petitions requesting the State Governments to cancel fee rises. Ask them to pressure the Commonwealth to pay for that section of the needed finance which students are asked to pay (it is minimal).

Ask them to pressure the Commonwealth to abolish tertiary fees altogether (it would cost about \$14 per year for all Australian tertiary institutions).

d) Vote to take part in National Strikes organised by AUS either this year or early next year (the latter preferably).

e) Do not pay fees at the new rate in 1972. Simply forward your fees payment at the 1971 rates. If more than 10% of students do this, the Commonwealth will have to assist the States and agree in principle at least to abolishing fees or never forcing increases again.

f) Contact all first year students through the media of ORIENTATION Handbooks ORIENTATION editions of local papers, Personal letters to their parents (get these in payment request slips from the Administration). Tell them and their parents the consequences of giving in to the State Government pressure.

6. IF YOU DON'T OPPOSE THE FEE RISE YOU WILL BE ALLOWING GOVERNMENTS TO WALK RIGHT OVER EVERY STUDENT AND PARENT COMPLAINTS ABOUT FEES, FOR EVER AFTER.

BRIEFS
BRIEFSBRI
BRIEFSBRIEFS
BRIEFSBRIEFSBRI
BRIEFSBRIEFSBRIEFS
BRIEFSBRIEFSBRIEFSBRIEFS
BRIEFSBRIEFSBRIEFSBRIEFS
BRIEFSBRIEFSBRIEFSBRIEFS
BRIEFSBRIEFSBRIEFSBRIEFS
BRIEFS



Q: Why did the banana split?
A: Because it was hit with a sledge hammer.

Tuition fees are going to rise in every university in Australia next year. The greatest rise will be 26% in Western Australia, despite the existence there of a Labor Government.

Meanwhile, the Vice-Chancellors privately say they oppose the fee rises, but they aren't prepared to do so publicly.

Taking a middle course, our Vice-Chancellor (Sir John Crawford) is considering injecting \$50,000 into the Student Loan Fund in order to revamp it.

A general meeting has directed the next President of the Students' Association to prepare a programme for a student campaign against racialism, and to submit this to a general meeting in March 1972. The cause is not dead yet.

A good Book Society has been formed to spread the good words of Eskimo Nell, the Engineers' Song, and similar fine verses.

Power afflicts people in many ways. SRC Returning Officer Larry Jones, commenting on election irregularities: "I'm going to have the whole field of candidates paraded before a general meeting and stripped!"

The Union Dinner on September 24th saw one of the Woroni editors chuck on the side of the car of one of the Presidential candidates! Frustrated by his impartial stand in the previous Woroni, he presumably had to show his bias in some way!

(This is an editor's brief written entirely in self defence). Mr [redacted] briefs correspondent extraordinaire, while not coming up with such a "gut" reaction managed to allow his antipathy to the Academic Registrar, to show through, by getting up and shouting "Sit down Plowman", during the toast to the University. It is not known whether Colin was amused, since it is generally conceded that he was as drunk as dear [redacted]

ANU stumbers on While cops invade Melbourne and La Trobe units, and while Queensland, Newcastle, UNSW, Adelaide, and Monash have also had their sit-ins, we had our last sit-in in 1967. And that was only a library sit-in. How much longer must we wait?

Two sample surveys of first-year students at the ANU this year, conducted in January and August, showed the following changes in views:

in January, 65% supported exchanging Sporting teams with South Africa and Rhodesia, and in August, 66% opposed it.

support for the Vietnam war dropped from 35% to 24%

support for organised civil disobedience increased from 1.5% to 14.7%

support for violent demos changed from 0 to 4.4%

increased support for the ALP (35% to 44%)

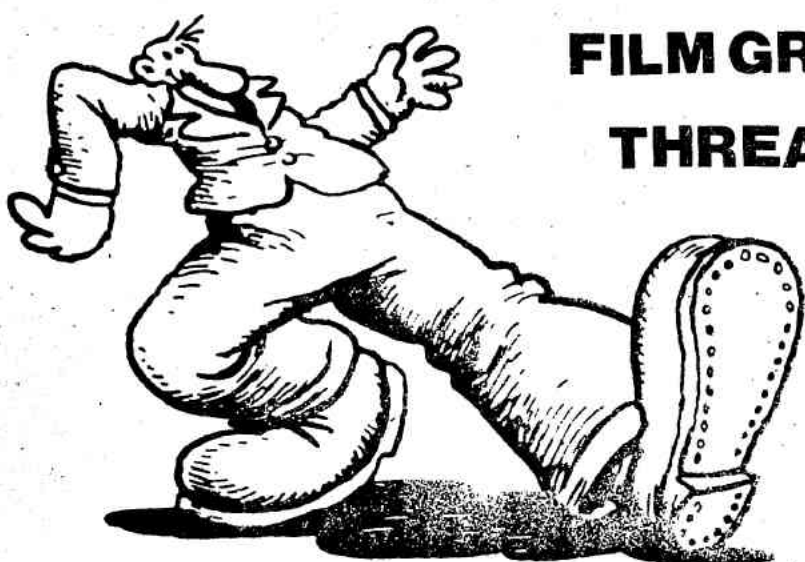
in January, 12% association "new ideas" with the thought of university, after 6 months here only 3% did.

46% had difficulty in mixing studies with student activities.

The radical - and sobering - effects of Unil.

The Civil Liberties Council report on the Springboks match is now published, and is available at the Co-op Bookshop for 10c.

The ANU Co-op Bookshop Committee meets soon. Your complaints are in great demand at the SRC Office.....write in.



FILM GROUP THREATENED!



Last Friday at an extraordinary emergency meeting, the Committee of the ANU Film Group decided that it would take strong measures to ensure that its contractual obligations with film distributing companies were carried out. This was prompted by a letter received that day from the Motion Picture Distributors Association in which it was said that allegations had been made by 'a reliable source in Canberra' that the Group had been advertising its activities over the radio, in contravention of film hiring

contracts and regulations, and the Group was warned that such breaches of contract could result in a complete suspension of film supplies by distributors. The film Group has denied any such advertising, but the Committee has, nevertheless, been prompted to take a closer look at its contracts.

One of the conditions of hiring is that the Group 'shall not make any direct or indirect admission charge in connection with the exhibition of a film', and the Committee feels the present system of membership (instituted by a previous committee some years ago) is open to abuse unless policed strongly. In order to remove the possibilities of abuse, the Committee has decided to institute a new system of membership from next year, and this is to be discussed at a Special General Meeting to be held in the Coombs Theatre at 7.00 pm on Thursday 7th October. Meanwhile the present system is to remain in force for the remainder of this year, but will be even more strongly policed than in the past.

As a result only members whose financial subscription is current will be admitted to the activities of the Group. This means that each person admitted will be required to produce his own current membership card, and that members will not be allowed to bring guests. In view of the small number of activities scheduled for the rest of the year, the Committee has further decided to reduce the amount of subscriptions payable to

30c. Membership, of course, is open only to members of the Students' Association, the Research Students' Association and the Staff of the University, and proof of eligibility must be produced on request. Membership, of course, does not guarantee admission.



PETE and DUD

Peter Cook & Dudley Moore entertained a packed Melville Hall with their excellent wit and good (dirty) humour. It was apparent that none of the sketches were rehearsed for the show (they read their script from a book at one stage and continually prompted each other). The reason becoming clear during the latter half - they had expected an interview type arrangement and thus we did not see their usually tight stage performance.

However, what we did see was far better. Two excellent comedians kept the hall alive with ad lib humour and a very personal performance of the type, which won't be seen on TV. (In Australia at least.) Far more of their particular personalities came out in this performance than could possibly

have come out in a normal stage show. In the latter part of the show Moore also came out with some very interesting and revealing comments on why he entered the business, and for brief moments the comedian was lost to an intense seriousness.

It was a particularly personal performance and a stage description here would

only destroy the overall feeling of the act. If you missed it, you missed something good, and if you saw it you will probably appreciate it as good. To add on a Peter Cook gem, however: How do you tell one end of a worm from the other? Put it in a bag of flour and wait till it farts.

EDUCATION NONSENSE

and each sunny afternoon when we felt happy
 we would walk together amongst the pink and blue
 always knowing that it was too late to
 force the sun away
 but it didnt matter cause we didnt want to
 then we returned to the damp and the grey
 and sat in our crimsons and purples and talked
 saturday will be on us soon
 sunday will be a little longer
 interesting, or maybe not

We have now reached the ultimate in educational nonsense: Universities, which increasingly have dictated what shall be taught at secondary schools, how it shall be examined and when it shall be examined, now confess that they are unable to select their students on the basis of their performance in these tasks! And as the curriculum is not designed primarily for those pupils who are not going on to tertiary institutions of learning, it is even less likely that they will gain much of intellectual significance from the years of secondary schooling they endure.

Clearly, the community is not being served and we may ask for whom the secondary system is meant to cater. What about the pupil?

Someone must believe that fundamental changes occur in him at the age of twelve because, almost by decree, he is then transmogrified from a primary pupil into a secondary one. To mark this great event he is sent to a different building (in my day, he was then also "allowed" to wear long trousers). Otherwise, it's the same old round: same hours; same terms; same subjects; same discipline, only more so; more competition (to prepare him for life); more sport (to prepare him for leisure). In one respect only it is different: there is a vast and progressive increase in examination pressures (to prepare him for University life!).

Is this all that the changes that occur at about the age of twelve merit? Let us look at some of these changes whose importance it would be hard to exaggerate but whose implications appear to be ignored entirely.

The first is that, while it is very likely, but not certain, that children require to be exposed in a planned way to certain intellectual experiences during the earlier years during which they are developing their basic mental capacities and skills, a fair case can be made for the claim that by about the age of twelve most of them have acquired the final basic thinking processes and skills required for the exercise and development of their intellects.

These changes are qualitative and are probably the last qualitative changes that will occur, at least until senescence overtakes them. Already able to read, write and handle simple arithmetic problems, they now become capable of thinking hypothetically, of arguing deductively, of reasoning inductively and of handling abstract notions.

Now, it is a biological truism that every animal will spontaneously exercise his emerging functions, but it is also becoming an empirical certainty that they tend to lose the function if they are caged up and not allowed to exercise it freely during its emergence. Should we not, then, from this age on, give the budding intellect the fullest possible freedom in selecting its own excursion at its own pace?

A second change occurs at this age, an acceleration in the direction, pace and extent of individual differences, particularly between the sexes. The very integrity of one's being depends, at this crucial age, upon being different, in self-chosen respects, from his peers. While wishing to identify with them, one seeks to be an individual, to be successful in his own way. The school system, however, demands that everyone try to be good at a set of preselected tasks all at the same time. It follows that the system determines in advance that most children of this age will

have their own inadequacy repeatedly confirmed in respect of apparently important scholastic lines of endeavour. This, presumably, is seen as making them ready to face the rigours of adult life!

Finally, this is the age when the child begins to select ideal adult models for himself in many areas of behaviour. The most effective model is, of course, the one he chooses for himself and, ideally, he should be given the widest possible opportunity for doing so and for changing from one to another at his own pace. Many of us will remember the devastating effect on our intellectual morale of having a particular teacher whisked away just when we were beginning to make progress in a difficult subject. With the present rate of teacher turnover, this useful mechanism of identification is almost completely thwarted in the intellectual sphere.

The emphasis in all the above is on freedom of choice. But, of course, we trust our young so little, particularly in intellectual matters, that freedom of choice is the last thing we allow him. Indeed, the pressures to conformity increase progressively as his desire for self-expression increases. Suddenly given freedom at seventeen, he has forgotten what it is for. It either frightens him with its lack of prison bars and rules, or it galvanizes him, like a puppy that has been brought up in restricted isolation, into purposeless, random excursion which is probably too late to be integrated into meaningful structures of intellectual understanding.

And, paradox of paradoxes, he is now being advised to take a year or two off before going on to University to recover from his preparation for University work! It would be hard to imagine a more insensate squandering of resources, of time, of potential and of hope.

It has recently been suggested (Dr Gardiner, the Canberra Times, August 9th correspondence page), that the schools are the conservatives who are holding up progress. I, on the contrary, am suggesting that it is the Universities that are conservative, timid and self-interested and yet have a strangle-hold on secondary schools. The cure must lie in freeing the schools from the primary requirement of serving the Universities: they must return to serving the community.

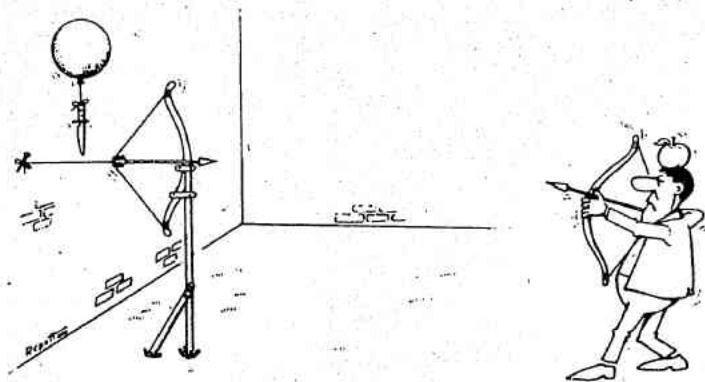
School life should merge progressively into real life, so that the child slips gradually, and at his own pace, into ascending strata of intellectual functioning, including the University, instead of being rocketed into freedom at seventeen. Let him continue his education to any age he chooses, let it become more important for the pupil to have studied than to have passed exams.

If the schools can put this trend into motion, the Universities will have to follow and will probably find that the bogeys they fear so much will simply vanish away: they may have less students, not more; failure rates will drop; intellectual standards will rise, while those not going on to tertiary institutions, the large majority, will be better educated citizens, with wider horizons for intellectual enjoyment and development at their disposal.

Maybe the secondary schools as we know them will also simply vanish away. Who knows?

G.N. Seagrims.

and again...



WELL FRIENDS THIS IS OUR and
 YOUR LAST WORONI FOR 1971
 WE SURE LIKED MAKING IT AND
 WE HOPE YOU LIKE READING IT
 SO JUST BOUNCE ALONG AND
 DON'T LET THE WORLD HANG YOU UP
 WE'LL SEE YOU NEXT YEAR AND
 HAVE A GOOD TIME TOGETHER AGAIN.

DAVE, SIMON, JACK

BRIEF: Where's Bullsheet: Michael Marks its producer says it will recommence next year.

BULLSHEET
 The publication of the weekly Bullsheet, has ceased for 3rd term due to the lack of support by all clubs and societies in supplying the necessary information for its publication. It is hoped that it will recommence next year.

Michael Marks,
 SRC Publicity Officer.

Editor of National U for 1972.

Applications are invited for the position of editor of National U for 1972.

The editorial Board is planning for fifteen editions of National U to be published approximately fortnightly from March till mid October. The Editor would be located in the AUS Secretariat in North Melbourne, where layout and typesetting facilities are located.

The editor is expected to take up duty from Monday January 25 until Friday October 29, 1972 at the normal National Officer salary of \$2750 per annum. There is also an allowance of \$500 for travel and out of pocket expenses.

Applicants should forward details of their experience including copies of any publication together with their policy for National U.

Applications and enquiries should be addressed to:
 President,
 AUS,
 344 Victoria St.,
 North Melbourne,
 Victoria 3061.
 Applications close Monday 18th October.



HAVE

FUN

THE DEAR WORONI PROBLEM COLUMN.

Dear Miss Woroni,

I have been reading your column for over 15 years and have only now been able to summon the courage to write to you. My problem is my horse. He has been bought in human surroundings and thinks he is not a horse but a man. As well as that he thinks I am beautiful, as well as that his sexual appetite is insatiable. What can I do?

Ada.

Dear Ada,

Well Ada you can certainly laugh at all the other members of the C.W.A.

Dear Miss Woroni.

I think you are beautiful.

Dennis

Dear Dennis,

I suggest that you water your hydrangas reguarly and stop resisting when your are being put back back in your cell. After all there is no reason to be scared of the other monks.



Dear Miss Woroni,

I am a horse with a problem. You see there's this lady called Ada. Although I am a horse she just loves me to screw her. And her sexual appetite is insatiable. What can I do. (please excuse the messy hoofprints)

Ed.

Dear Ed,

Thank God you'r not a gelding.

Dear Miss Woroni,

Do you like position 674.

Curious

Dear Curious,

Many's the the men I've killed with position 674. It's a gasser.

BO BO BOANSKI



Dear Miss Woroni,
I am only 14 and already I have earned myself a reputation for 'Doing it for all the boys'. What can I do.
Sweet Lizzie.

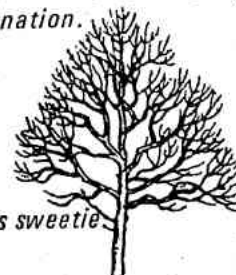
Dear Sweet Sweet Sweet Lizzie,
Now that you have done it with all the boys, why not try out girls. You can contact me by standing outside the ground floor toilets of the S.G.S. library between 2.00 and 2.15 any Friday afternoon. I always wear a red carnation.

Dear Miss Woroni,
My petals are wilting.

Jenny

Dear Jenny

You certainly come up with interesting news sweetie.



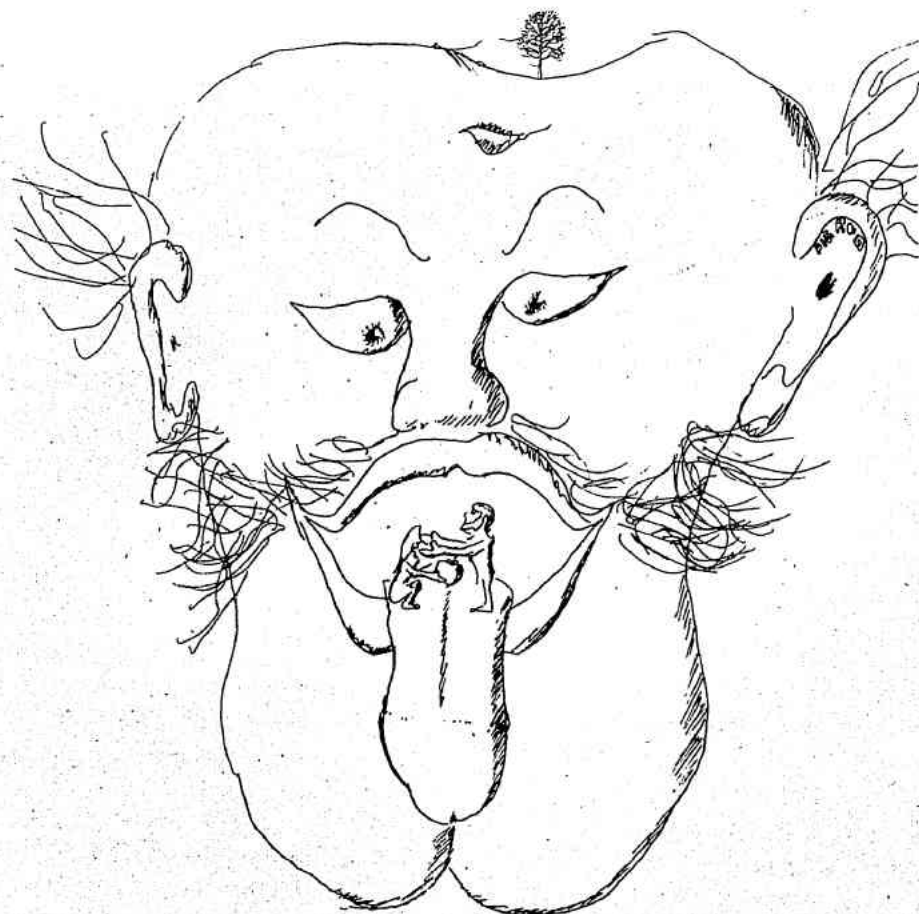
Dear Miss Woroni,
I am a prostitute. I get plenty off customers but I never ask for my money. Can you help me.
Cecilia.

Dear Cecilia,
This is not a trade complaints column my dear. I would advise you to either write to Hot Line or to see your local member of Parliament. If he doesn't pay you can change your name to Keeler and blackmail him.

Dear Miss Woroni,
Why do you always give such fuckwitted advice?
Del.

Dear Del,
I see it as my duty as a responsible member of the community to give the advise I do.

PORNOGRAPHY



COMMUNITY SCHOOL
by John Watts.

The focus for community activity used to be the parish church, though as often as not the parish pub and the parish pump stood rivals to it. There is no reason why it should not be the factory, or the market square.

But in a newly developed housing area the obvious centre is the school. Its facilities, usually including a library, a gymnasium, a theatre, laboratories, canteen, workshops and possibly a swimming pool, are ludicrously underused by a school alone, even a school with an extensive extra-curricular programme. The public may well expect a better return for the capital cost of a school building and its equipment (half a million need be no surprise today).

Public investment on this scale argues public use. But surrendering a local school's privacy and letting off facilities in the evening does not in itself make a community focus.

Les Quennevais in Jersey was built in 1964 by the States of Jersey Education Committee as part of a housing development in the south-west of the island. The core was a secondary modern school for 500 boys and girls.

The surrounding population, between its new estate and its existing housing, represented extremes of wealth and poverty, with little common ground other than the countryside and the shopping centre.

Les Quennevais was planned for the whole community. The building plan suggested joint use by school and public of certain areas such as the library.

Most people have a very clear model in mind of what a school is. It is formed from their own schoolday memories and invariably sets the school in social isolation. "Parents wait at the gate", was the recognized motto one generation ago. The only way to change parental and public attitude was to show at once what the difference could be at Les Quennevais.

We started a dressmaking class for women one afternoon a week during school hours, and it was oversubscribed from the start. Later, it ran with a creche, under an experienced helper (paid for by the mothers) with two senior schoolgirls as assistants.

The creche happens in the school dining hall, where the district nurse and doctor hold a weekly infant welfare clinic.

At first local politicians apologized for the inconvenience caused to the school. Slowly they saw that the school gained: these intrusions gave the pupils a sense of belonging to the community.

The pupils felt it too. Here were grown people, neighbours, relatives, actually volunteering to come into school, to join classes, borrow books, consult the doctor, have a chat, see what was going on.

So the boys' and girls' behaviour was automatically modified towards the public manners expected of them near home, in shops. The usual division between public and school behaviour was broken down. The openness of the school affects teachers too — they are less inclined to shout down the corridors if they find they are shouting at the mother as well as the daughter.

The movement does not stop at the school gate — in an open school the traffic is two-way. Pupils are often sent out in pairs to work, particularly in social sciences and homecraft, making surveys or checking the origin of imported food-stuff on sale in the supermarket. Once a week groups go out to give social service locally, visiting the elderly, shopping for them, chopping wood, gardening and just chatting.

Equally, people come in to the school for many purposes — to talk with a class about their own work, to demonstrate a particular skill. The old people come in one afternoon a month for a tea and film show — sometimes

EDUCATION

CATCHING UP ON THE INNOVATORS

Two 1971 vogue words are "permanent education" and "de-schooling".

In some ways the two sets of ideas which come packaged under these two names are extreme contraries — in others they are neatly complementary. The devotees of permanent education — as the phrase implies — believe in education and want to extend it, formally, throughout life, chopping it up into more convenient segments than the 10-17 year uninterrupted span which is the present convention.

The de-schoolers, on the other hand, reflect a mood of despair about the present structures of school and university and the tyranny which they believe they impose on those who for a variety of social reasons — including ethnic divisions — are doomed to be the victims of an ever-more costly and inefficient system.

Permanent education is riding high on the European Continent. Not a lot is actually happening, though there are some beginnings in Yugoslavia and a lot of talk in Sweden and France. The concept is still somewhat confused. By permanent education, some people are looking for an alternative to the indefinite extension of formal education at school, college and university.

Others tend to look at it as a way of providing the refresher courses, retraining courses and re-education which industrial and technological change will demand if people are to be fitted for a sequence of different jobs in the course of a working life.

A third view equates permanent education with life-long opportunities for adult and recreative education, made the more necessary by lengthening leisure and the social and psychological challenge of the post-industrial society.

Into all this is woven some of the traditional strands of adult education — the desire to re-open the gates of opportunity in adult life to those who have not gone through the formal portals of advanced schooling and higher education. This comes out in the idea that every citizen should have an entitlement to so much education and should be able to take this up at whatever stage or stages in his life which proves to be convenient.

This last proposition links the permanent educators with the de-schoolers, whose desperate and sometimes seemingly hysterical rejection of the present forms of organization lead them to such ideas as "edu-credit" (which can be cashed at any time — and voucher schemes which might encourage alternative forms of education to flourish).

Unfortunately this is a topic which lends itself to gnomish utterance and doom-laden prophecy, which tends to obscure the insights which this brand of criticism may have to offer. Their most important perception is the power and pervasiveness of the informal instruments of education and the arrogance of defining learning strictly within institutional terms.

At a time when, throughout the world, the cost of maintaining the educational machine is becoming prohibitive and a law of diminishing returns appears to be operating, it is reckless to ignore those educational resources which constitute "alternatives to school". What is most difficult — and, because they are revolutionaries not reformers, least interesting to the de-schoolers — is to exploit these alternatives to the full without wrecking the existing machine.

At some stage the de-schoolers and the educational technologists will come together and when this happens the results may be genuinely revolutionary.

Editorial: *Times Educational Supplement*, 9 July, 1971.

they are entertained by the choir, or by dancers, or they watch a play in rehearsal. These are not special events, but part of the daily ebb and flow.

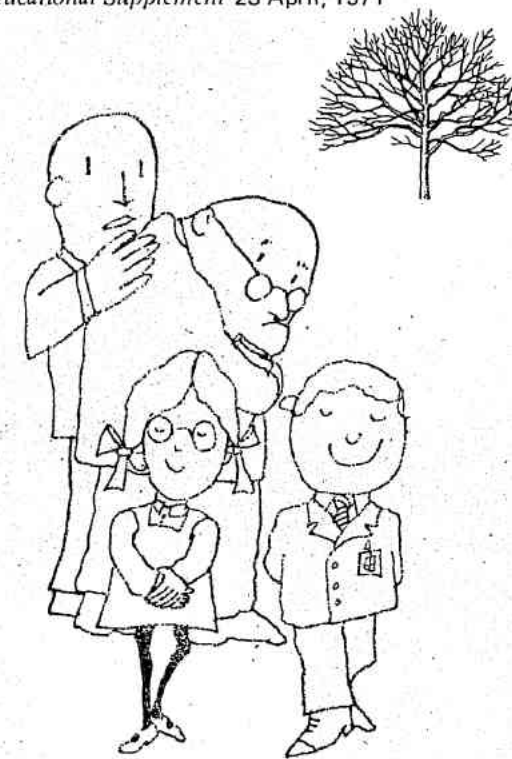
As pupils reach their fourth year at Les Quennevais they find the school boundaries dissolving in other ways. Most of them join one or more classes a week in extended day programmes, eating tea at the end of afternoon school and staying for a further two hours' work. These sessions use the specialist-staff and teaching areas for science, business studies, homecraft, workshop practice and thus keep equipment in use until early evening. The extended day classes also give their members a sense of enhanced status, with the juniors out of the way, and special transport to get them home at 6.15.

The 40 or 50 classes and clubs available to users vary from modern languages to film making, but the emphasis has been on leisure rather than academic qualification. Members of the day staff are encouraged to tutor the evening activities and the majority of classes are in their hands.

Any evening activities and the majority of classes are in their hands.

Any evening, however, members of the staff from Les Quennevais, and other schools, will be found taking part in the activities as members or students, working alongside their day-time pupils or meeting ex-pupils over coffee in the common room.

Times Educational Supplement 23 April, 1971



They're joking, Henry. There's no reason about pre-1903 masters going with pre-1903 schools.

CABBAGE

myth ends

Problems and advice about sex are the second most common reason for students to seek help here at the ANU Health Service. So far this year these problems make up 20% of the total number of consultations. A lot of the confusion and anxiety that the students behind these numbers suffer, could have been prevented or minimised if simple basic physical or psychological facts about sex had been known.

Sexual problems probably account for more first year failures than any other single cause. Plain ignorance is one of the prime factors in last years record high 8.3% of all births being illegitimate and the soaring incidence of teenage venereal disease.

If you have been to school here you know that formal sex education at high schools is non-existent. Certainly you leave school knowing quite a lot about reproduction in pine cones and frogs but official policy denies all but the flimsiest knowledge of the wonderful workings of the mind and body of our own species.

Next time you while away lunch-time in the Union, conduct a survey among your friends about sex education. Even in this age of man on the moon you will find a surprising number of them have been told nothing by their parents, a symptom of growing breakdown of communication in families rather than a hangover of Victorian prudery, I feel.

A few more have parents who have tried hard to teach them the facts of life in early days and have encouraged attendance at talks by the family life movement but who have been afraid to discuss important social issues like abortion or premarital intercourse. Perhaps several have been favourably influenced by a warm and motherly sewing teacher or an intuitive neighbour. The Church will have benefited some by contact with wise and tolerant youth leaders but rather more will probably only have memories or fornication, sin and guilt caused by excessively authoritarian, repressive moralising.

There may be just one of you who has been fortunate enough to have communicative, responsible parents who have answered all your childhood questions, shown by their example what love is, bought you appropriate books, taken you to talks, anticipated teenage anxieties, provoked and encouraged family and peer group discussion on controversial topics, offered the opportunity for spiritual guidance, made rules and made you stick to them so that you emerged from school well-informed capable of self-discipline and responsibility and with a sound philosophy of life.

For those less fortunate, it is difficult, one at the University, to resist the pressure to conformity by your peer group and the illusions of happiness engendered by a permissive environment. Individual counselling at this stage is often of benefit but it is too late for formal instruction about sex to be of much use as attitudes to sexuality are usually well formed by then.

The aim of good sex education is to foster responsible sexual attitudes and an understanding of the communicative aspects of sex on physical, emotional and spiritual levels as well as the reproductive aspects.

I would like to see: More parent education as sex education is primarily a parental privilege and responsibility.

Formal lectures to high school pupils from 14-16 as part of a graded health education programme. Some difficult topics such as contraception, masturbation or homosexuality being discussed by specially trained doctors.

Continuing informal discussion groups with trained leaders to utilise the positive and valuable influence of the peer group and close interpersonal relationships.

Margaret Wallner.

POLICE — STUDENT RELATIONS

1.

An understanding gap separates protestors and police — neither side has shown any inclination to understand the other.

The purpose of this brief article is to provide protestors with some insight into what the police role is, the characteristics of police behaviour towards protestors and provide an explanation for this behaviour.

The mass media are apt to define demonstrations in terms of anarchy and disorder versus law and order — political, social and economic conditions are defined as irrelevant, as are the protestors' motivations and reasons.

Protestors, for their part, often succumb to this historical distortion and are too ready to indulge in screaming "obscenities" at the police and in falling into the opposition-without-context syndrome. This syndrome is a situation where protestors single out and isolate police from the context which makes police thinking, speaking and doing patterns explainable.

The first thing dissenters have to come to terms with is the consensus. This consensus consists of social norms of society about how decisions are made, about how people should relate to social structures and about how problems should be solved.

This is not to argue, of course, that the consensus is clear-cut and observable to all. What we do have, instead, are institutions made up of decision-makers who interpret and enforce the consensus.

This consensus enforcement takes two forms:

Persuasion;
Force.

Persuasion is usually sufficient because most people:

- Fear being wrong.
- Desire to be in step with majority opinion.
- Avoid having to make up their minds.
- Look to authorities to reinforce their opinions.
- Fear being disliked.

When dissent begins to become effective, the authorities respond by accusing minorities of:

- Being victims of a world-wide conspiracy.
- Being anarchists and nihilists.
- Demanding rights without duties.

Such stereotyping is the usual mechanism employed to avoid coming to grips with the real issues and shift the focus of attention from the act to the actor. This discrediting procedure raises the question: What is the role of violence in society?

The authorities are apt to use a muddled definition in equating violence with a multitude of activities ranging from physical injury to persons, through destruction of property and physical prevention of activities to shouting and name-calling. Such equating, needless to say, makes the term "violence" useless and meaningless.

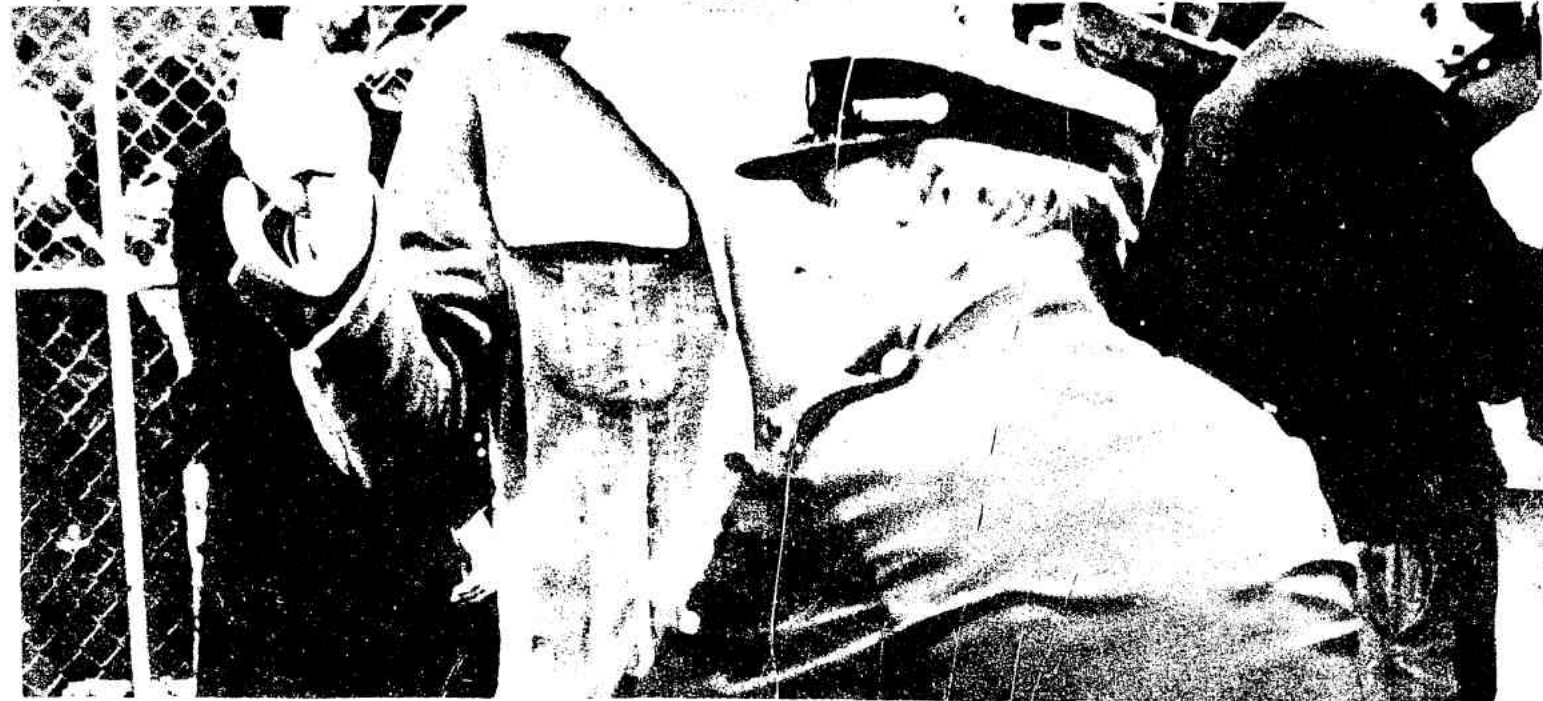
There are two main modes of violence:

- Physical or visible violence — actual or threatened physical violence. This usually involves the action of an individual against an individual.
- Manipulative or psychological violence

involving material, social or mental damage. This is institutional violence — violence practiced by society against individual members of society.

Our attitudes to these modes of violence are conditioned by our environment and can be summarised thus: Violence is legitimate/legal when used against the establishment. On numerous occasions, for example, the authorities have called non-violent protest violent, and, at the same time, have overlooked or condoned police brutality against protestors.

In recent years, Australia has witnessed many examples of police violence against demonstrators:



Two Articles

1. from 'Troll'

2. by Det. Sgt

Ron Dillon



A Sunday Australian reported saw one young man knocked to the ground by a truncheon-swinging policeman. As he scrambled to his feet, another policeman kicked the man in the stomach, while four others punched him in the face.

The Sunday Australian, 4 July, 1971.

Police dragged men and women bodily from the road and flung them into gutters and footpaths... Some marchers were dragged by their hair to waiting police wagons, which filled rapidly as arrests were made... Several people were punched and kicked by police and one man on crutches was knocked to the roadway.

The Sun, 9 September, 1967.

The demonstration owed its violence mainly to over-enthusiastic opposition from the 500 State police. They pushed, punched and kicked students, newspapermen and unionists... Two policemen dropped a student they had been carrying face down into the paddy-wagon... Four policemen tried to throw a male student through an open paddy-wagon door. But his right shoulder hit the side of the doorway.

The Age, 12 April, 1969.

Most demonstrations in Australia have had these characteristics:

- Some police behaving in a lawless manner and escaping the consequences of their lawlessness because they are police.
- Police action against demonstrators is usually indiscriminate and not aimed at individual 'troublemakers'.
- When demonstrator violence has occurred it has been sporadic and by no means a continued mass action.
- Police deliberately provoke violence by intimidatory tactics in order to provoke arrests e.g., the use of horses, the encirclement of demonstrators and barricading access routes.
- Police reaction to demonstrations is in many cases unpredictable and arbitrary.
- Police rarely protect demonstrators from counter-demonstrators who disrupt demonstrations.
- Police action has always been condoned and endorsed by the Government.

This pattern of police brutality necessitates this question: What is the role of the police in society?

SUBLIMINAL CONFLICT

There is, firstly, what David Stein labels a "subliminal ideological conflict" between police and protestors. Chief Commissioner Noel Wilby inadvertently stumbled on this when he wrote on 15 July, 1968: Tertiary level recruiting could create class distinction between officers and men.

Protestors are mainly middle-class whereas police are mainly working-class. But, this doesn't fully explain why police are so incredibly vicious against protestors. After all, there is a traditional working-class hatred against the working-class police and, therefore, other complicating influences must intercede. Police viciousness is a product of several interacting factors:

Firstly police can understand that ordinary 'criminals' break the law for personal objectives but they find it incomprehensible that protestors break the law for altruistic objectives. Protestors are viewed as a personal threat — the threat of anarchism to law and order.

Secondly police who are violent are violent because they are predisposed towards violence. This predisposition is an inevitable characteristic of an authoritarian personality who tends to see issues in simplistic terms of black and white, good and bad, order and anarchy.

Thirdly the police are isolated and alienated from the rest of society. They are forced to look to the Government for approval — as a consequence, the laws which are selected for enforcement are those which the Government wants enforced. The police act out a "proxy repression" on behalf of the politicians and press — "proxy repression" is the delegation of repression we approve of but for various reasons don't want to be involved in perpetrating. Government Ministers can, for example, evade their responsibility for initiating this repression by evoking platitudes about police discretion. In The Herald on the 5 July, 1971 Chief Secretary Rupert Hamer made these comments on police 'action' at the anti-Springbok demonstration on the 3 July at Olympic Park:

I am satisfied the police acted in the circumstances in the only way they could. Firm action was required to prevent it turning into a much more dangerous situation.

The amazing thing about such a statement is how it avoids the issue. There is ample testimony from reputable witnesses and victims that the police behaved in a brutal, indiscriminate and unnecessary manner. But, Rupert Hamer has dismissed this as irrelevant. In other words, the police are allowed to take whatever action they feel is necessary — the necessity and the action being defined by the police.

Finally most police realise that they are used by Governments as substitutes for necessary political and social reform. Their only release is rage which they vent on demonstrators who, in turn, become substitute targets for the policeman's accumulated grievances, anxieties and frustrations.

TO BE DONE

Apart from abolishing the police, what can be done?

- A wide-sweeping inquiry into police roles, structures, procedures and problems. The inquiry would be conducted by a "representative" group drawn from students, unionists, migrants, Koories, and others.
- Police education should provide police with an understanding of the social, economic and political causes of "crime".
- Police should be as much praised for their adherence to democratic values as their maintenance of "low" crime rates.
- Establishment of a review board to (a) deal with complaints against the police; (b) continually assess police roles, procedures, structures and problems; (c) commission research projects into law and order and dissent.

2.

Police-student relationship is not a topic upon which one writes fluently, even with a three year background as member in charge of the Australian Capital Territory Police Special Branch, during which time I came in close and frequent contact with students of the Australian National University, in and out of the demonstration arena.

Because I have been away from this position in the Police Force for nine months I believe I can now look on police-student relationships and get a broader perspective. Having once been involved, and, I feel, well versed on student movements, one tends to view that total scene with a more relaxed tolerant overall attitude, while at the time of the occupancy of the Special Branch position its responsibilities tended towards a much more narrow view.

This immediately leads me to question one aspect perhaps given little thought by some students, particularly those tied to the various movements responsible for street demonstrations and other public disorders — is there a static situation existing in Canberra to be labelled "police-student" relationship?

Knowing the avid attention by some students to their causes it would not be surprising that policemen, their whereabouts, their counter planning and perhaps, their attitude to students, would be a constant thought in the students' minds, but this does not occur in reverse with police officers.

For policemen, there is a time for an attitude to students, just as there is the time for an attitude to motorists, criminals who steal and commit assaults, to the parents who neglect and badly treat their offspring, as well as others offending in our community. These real everyday situations must blend any police-student relationship with the police-general public relationship. The former is not of any special category, and any student thinking otherwise is kidding himself into accepting that the whole community revolves around him, his kind and his cause.

At various times situations arise where a police-student relationship does transitionally exist. Overall, in Canberra, this relationship continues on a high plane of understanding. Naturally, there are occasions when this weakens in some areas of its structure and it is realistic to concede that this invariably occurs during or after some demonstrations and when arrests are made. But, with most, the wounds are seen healed and the status quo is maintained.

This must be so because of the common denominator — human nature. When some students believe they are "hard done by" after a confrontation with police, other situations emanate, closely associated, during which the plight of students is eased by humane police action and handling; similarly, students have frequently responded on their own initiative and averted awkward and dangerous situations at demonstrations, and these actions have been well received by police.

There are other aspects besides the human factor maintaining a sound police-student relationship in Canberra now, and for a number of years to come. Perhaps the other prime factor is that the national capital is still a country town in reality and students and police have to live closely together.

Any student I confront at a demonstration in Canberra may well live in the same street or suburb. He knows me and I him. We are both members of a small community and likely to have far more contact with each other than our counterparts in Sydney or Melbourne. They may meet one another at a demonstration in Martin Place or Bourke Street and not come face to face with each other ever again.

Another important factor is that police and students in Canberra nearly always have been willing to communicate with each other prior to a march or demonstration, and not always in a stodgy official manner. There has been sufficient give and take to the batterment of all concerned, especially the general public of the city.

I am being particularly frank when I state I believe I achieved more by talking with student leaders during my time in the Special Branch than had I adopted other methods of securing information. This, in itself, assisted police-student relationships, and, at times, frustrated those keen on causing bad feeling between police and students, who incidentally, had the habit of standing well back when any trouble began.

Student-police relationship in Canberra is not a subject to be approached from any one direction and I doubt whether any description of the attitude interchange of the two groups could be correlated by any person, be he a student or policeman, without some facet, important to some degree, being omitted or over or inadequately emphasised.

I cannot bring myself to assume the same attitudes are held by all the hundreds of students at the Australian National University, nor can I speak for all my fellow police officers as to their personal or collective considered opinions of university students as a whole.

I shall not comment on police-student relationships elsewhere, firstly because I have no first hand knowledge and, secondly, it is not for me to comment on the activities of other police forces.

I believe it was a student radical who first said that police were a necessary evil — more evil than necessary.

Ron Dillon

ROTTMATS

Jamie Griffin.

SPACESHIP EARTH

School boys thumb marbles across roughly drawn lines parallel to wagon ruts and tyre-marks. But all along the years our teachers gently slapped canes into their hands calloused from gardening on weekends. Smirking compassionately as horizontally striped socks grew further down legs slowly graduating to long trousers where no-one turns communist until smashed by a cop.

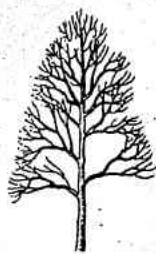
Waterfalls at the end of drains ooze pools between the cans thrown down with lipstick still clinging to the empty mouths. And our wind still drops leaves between trees and blossoming cigarette packets. Where philosophers discourse in semaphore clutching the butts in their mouths to breather through, the effluent society is a cliché from the wisdom of affluence, morse coded by hammering feet that would leave prints is only the concrete wern't quite so hard. So the breathing that clouded that clouded dirty windows goes on crying but silently. Tapers flicker in dusty cathedral draughts, where Madonnas and icons and altars transform with the moving light of buckling tapers. The shadows - the shadows fall lower. Our priests file past alternately with our politicians. All meditating aloud until the candles throw up a last cloud and die quietly.

Revolving and turning after the burning that forged our apparent mass spherical, Dry factory winds carry parked cars past, spiderweb paint around our tarnished doorknobs that turn when twisted from the inside while we breathe. But we still breathe, and that at least is something.....

i've got a mouse

Everything in the A.N.U., as in the rest of this beautiful halfworld of funny little publicpeople and big fat silent smiling mountains that we call Canberra, is rather neat. As we walk say, from Burton Hall to the Union we come to a pretty little spot just after we cross Sullivans Creek. We have a charming group of neatly planted picturesque poplars on our right, and the tall clean lines of the Library on our left. And straight ahead of us is a perfectly straight concrete path leading up to the Union. The Union itself is assiduously cleared of litter by the hard-working people who do those those things and all the milkshake containers are neatly stacked away in the capacious bins. And all around of this gingerbread-house happily sit numbers of neat students with tidy minds smiling agreeably in an agreeable manner (or frowning sadly in a depressed manner) at their coffee cups, and then tucking away their neat agreeabledepressedness and trotting off to a lecture.

And there are up in the lecture lots of wellfed academics, whose minds have been longsince thoroughly tidied. Just as the students can measure the height



AND GOD BLESS THE CHILD

We're pulling out of Vietnam. The rape is over and we're all going home at last - except for a few participants of the initial penetration.

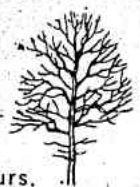
At last the penultimate climactic point we're pulling out - presumably to prevent pregnancy - (i mean what would you do with a vietnamese child knocking on your door and calling 'daddy'?)

We're pulling out to negate the orgasm - but the abortion is already complete.



& he doesn't have a house...

of the poplar trees, and the volume of the library, and the length of the path and the surface of the Union, so to these academics can perform their own neat little measuring tricks. The Physicists are oh so precisely measuring the heat of that beautifully warm sun. The Chemists are measuring the amount of caffiene in that refreshing cup of tea. The Biologists are measuring the radius of the A.H.S. (Average Human Smile). The Geologists are measuring the productivity of this wonderful world of ours. The Psychologists (subtle people) are measuring the volume of a guilt complex AND comparing it to the volume of the subjects underpants. The Sociologists are measuring the



NEGATIVITY UNLIMITED

Roads and drains carry water and wheels beside the sidewalks clicking their heels, all passing-parallel never touching on their way, a hairsbreadth between them passing on their way, when electric powered candles light our way.

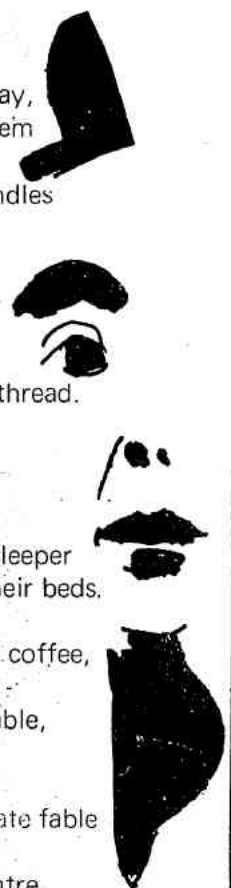
Off that street in rooms they weave upon looms all the patterns they can without really blending a thread. Radio voices meet ears. TV faces meet eyes. Extroverted introverts bear the torch no deeper hu, the dirge of a sunrise sleeper dream to themselves in their beds.

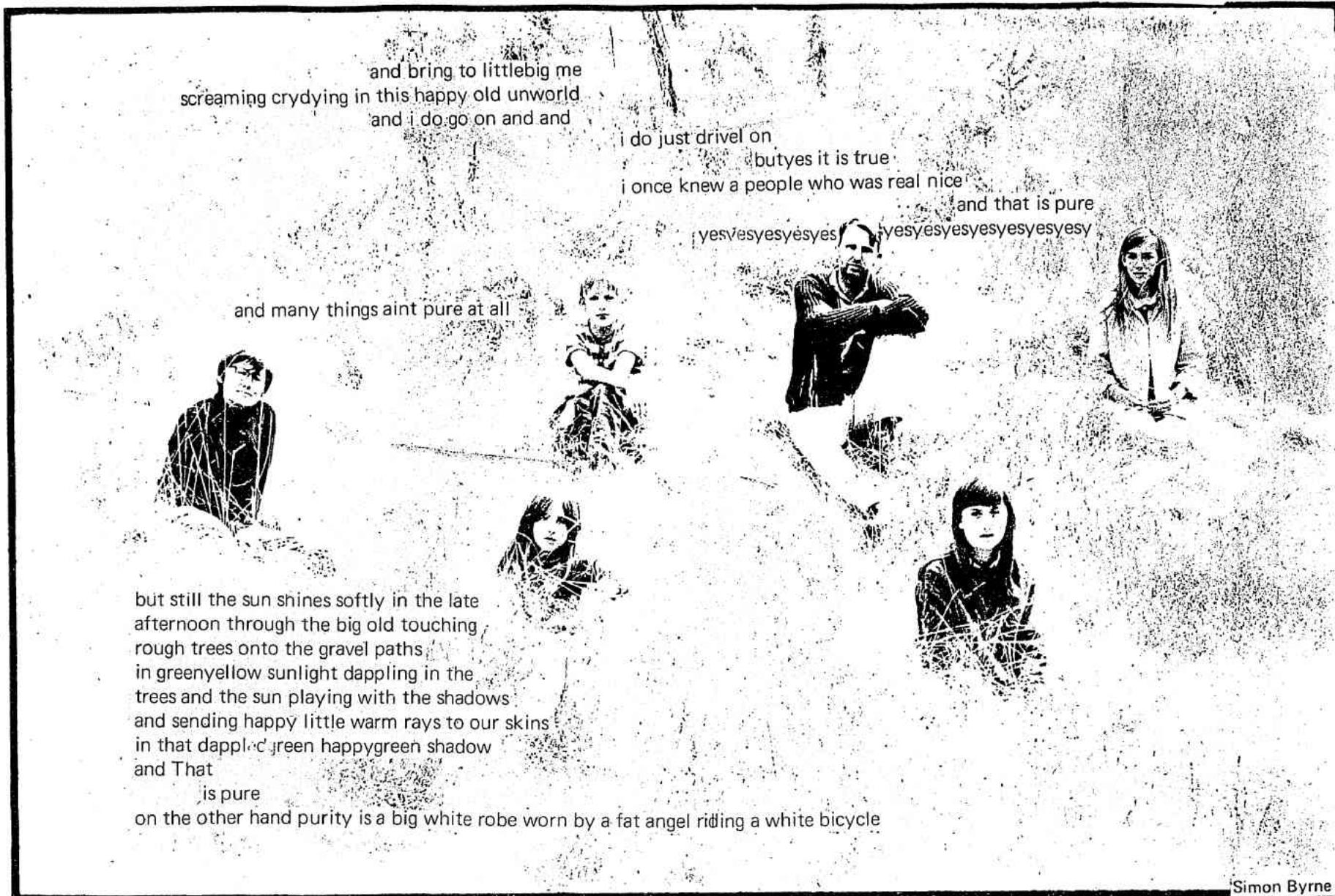
And old friends meet over coffee, drowning in separate cups - on opposite sides of the table, one wearing rags one dressed in sable each with their own separate fable of circles concentric in the table centre. And families meet over stories of sons and daughters and friends - cutting stones of negation to build houses of no explanation unravelling both broken ends - a weakening thread of generations of intersecting circles that fail to intersect.

Temple gates grin - with pocketed hands we're marching in, Painted faces glowing in the dark - To warn off other adrift in the dark. Dropping words in phones within our stalls - dailing in the dark.

Negating each other in opposite motion forms fade past in gaping devotion eyes half shut mouths half open almost smiling they go Meeting and moving refraining from touching onwards marching on.

And a child screamed from a seagull on the quay.





and bring to littlebig me
screaming crydying in this happy old unworld
and i do go on and and

i do just drivel on
but yes it is true
i once knew a people who was real nice

yes yes yes yes yes yes yes yes yes yes
and that is pure

and many things aint pure at all

but still the sun shines softly in the late
afternoon through the big old touching
rough trees onto the gravel paths
in greenyellow sunlight dappling in the
trees and the sun playing with the shadows
and sending happy little warm rays to our skins
in that dappled green happygreen shadow
and That

is pure
on the other hand purity is a big white robe worn by a fat angel riding a white bicycle

Simon Byrne



Voices of power and grace
that once spoke here
and now can not

One spoke from a crippled body
and his way was hard;
but his love was strong

Another a man of mercurial fire
who would change the whole world:
and no child is harmed

The last a woman beyond my words;
sad in the knowledge of others' hurts
and deep in the power to heal

The one deprived of hope,
in a moment that might have passed
gave back his life;
the other smashed to death on a lonely road;
the last betrayed by the senseless whim
of her own blood

Lord God, why are these thy chosen,
When we who are left have need?
Why then thy finest vessels
Shattered before their time?
Why then the voices of sweetest tone
Stilled, and the world grown quiet?

R.G.F.

piecing together little pieces
slowly questing into the spirit souls
of my pals friends & buddies
seeing in the mid sight
the big brave brain brawns
chucking mudpies sadly to the feet of passing powers
their enormous hearts expanding hugely
(crying little tears inside)
and laughing boldly
at their own (happily) absurd little hurls

but inside they are only big small people
singing at play and laughing in the sun
(crying little tears inside)
doing most important sinceretype earnest things

and people laughing at the non
absurd
big feelings they pour out into the needy world

dont pray for them too
bring them flowers and happy games
and laugh at their comical faces
and melancholy gay clown clothes

i am their and they are mine
and all our worlds laugh till we die

no hysteria please
Let us not exaggerate
but tiddlytum tiddle in our tiny little minds

singing softly sweet tunes
in a world of decay

SO THIS IS WHAT
THEY MEAN

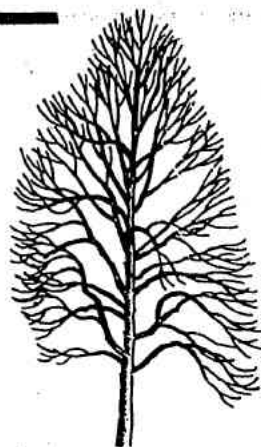


(Cross-Examination of Defendant
Abbie Hoffman at the Chicago
Trial.)

Q. By the way, was there any acid
in Lincoln Park in Chicago?
A. Among the people was there LSD?
Well, there might have been. I don't know.
It is colourless, odourless, and tasteless.
One can never tell.
Q. What about the honey, was there
anything special about any honey in
Lincoln Park?
A. There was honey, there was - I was
told there was honey, that there was -
I was getting stoned on eating brown-

ies. Honey, yes. Lots of people were -
Q. There was LSD to your knowledge
in both the honey and in some
brownies? Isn't that right?
A. I would have to be a chemist
to know that for a fact. It is colourless;
odourless and tasteless.
Q. Didn't you state on a prior occasion
that Ed Sanders passed out
from too much honey?
A. Yes. People passed out.
The Court: You have answered
the question.
The Witness: Yes. Passed out from
honey? Sure. Is that illegal?

AUSTRALIA IN NEGATIVE



BOOK REVIEW

R. Taft, J. Dawson & P. Beasley, *Attitudes and Social Conditions, Aborigines in Australian Society* series, A.N.U. Press, 1970, \$4.50.

With the assistance of the Myer Foundation, the Social Science Research Council of Australia has in recent years sponsored a major research project on Aborigines in Australian Society. This book is the second of the eight which this project has resulted in.

Attitudes and Social Conditions consists of three essays of varying quality. The first two look at the attitudes of aborigines and whites towards one another, while the third surveys the housing conditions of aborigines resident in Sydney.

In his opening essay, Ronald Taft gives an excellent analysis of the attitudes of white Western Australians towards aborigines. Using the results of a series of questionnaires conducted in 1965, he presents his findings under the three main dimensions of the attitudes: beliefs about the characteristics of aborigines, opinions concerning how they should be treated, and feelings for or against them.

The aborigine was commonly seen as "an irresponsible, lazy and dirty slob who has the redeeming features of being a good parent and a friendly, respectful, and generous person". On the whole, it was found that the image held about aborigines was unfavourable, though the attributed traits were not necessarily considered to be innate.

Opinions concerning the treatment of aborigines indicated that more than half the respondents supported segregation in at least one place, though a more liberal attitude was found in the white community towards civil rights for aborigines.

Unfavourable opinions about the treatment that should be accorded to aborigines was seen to arise either from prolonged contact with an unfavourable social norm, or from a generalised stance of ethnocentrism and authoritarianism.

Feelings about aborigines showed that colour prejudice played a major role, as did feelings towards out-groups in general and the pressure of unfavourable norms where these existed. Beliefs about the personal qualities of aborigines had little influence on feelings.

These findings are merely the most significant among those Taft arrives at, and his essay wallows in information fascinating for any reader interested in racial attitudes.

Taft delves further into the causes of these attitudes, attributing them largely to community norms and personal contact. Here he found that the country areas had less favourable attitudes towards aborigines than people in the evidently "more tolerant atmosphere" of Perth. Contact with aborigines was generally found to result in more favourable attitudes, though it often strengthened unfavourable views where these were already strongly held.

He concludes with some findings about the nature of changing attitudes towards aborigines. Opinions about civil rights are more subject to the influence of education than are other aspects of attitudes. It is also likely that teaching has more effect on opinions than on feelings.

The implications of this leave the way open for more research, and also for optimism in the possibility of changing attitudes about aborigines in our white community. Significantly, 76% believed that there should be a government campaign among Australians to make them more understanding and tolerant of aborigines.

In the second essay in this volume, John Dawson reverses the picture and examines aboriginal attitudes towards education and integration.

He finds that traditional, group-oriented attitudes, unfavourable adolescent attitudes, and a low comparison level are associated with adverse attitudes towards education and integration. Cultural attitudes have a strong influence against integration, whereas there is an interaction of economic, environmental and cultural factors which cause unfavourable attitudes towards education.

His results indicate that urban influences, where they result in the development of more western attitudes among aborigines, will contribute to more favourable attitudes towards integration and certainly towards education.

Dawson also points to the increased dissatisfaction which is likely, if not certain, to arise among aborigines as they begin to compare their conditions with those of affluent white middle-class Australia.

The final essay is the produce of a sample survey of aboriginal households in Sydney.

Mrs Beasley found that most aborigines were living in overcrowded houses in suburbs of the lowest residential status in the city. The crowding was due jointly to large families, arrangements to cover the cost of high rents (most aborigines having poorly paid unskilled jobs), and obligations of kin.

These three essays thus throw considerable light on the attitudes and conditions surrounding the Australian aborigine: much of it illuminating, some of it fascinating, and with some hints as to action. It is only unfortunate that more care had not been taken to ensure that they were more consistently readable.

A film review of "Walking in the Sunlight, Walking in the Shadows"

The title of this so called intelligent documentary adequately sums up the content. The sunlight are the ways of the whites, and while we do have our wrongs we are basically good, well meaning people. On the other hand the shadows are the ways of the blacks along with all the connotations that go with that word. It is up on this sole premise that the film is presented to thinking people, but it would only appeal to those people who feel that we should do something to better the ways of our natives.

This film has now been shown on our campus at least twice and is apparently been shown widely before public release. No doubt the Department of Interior (who are responsible for it) is testing public reaction. Well, they can count on the approval of paternalistic grant-parents. Thinking people can see through the chocolate coated racism. This film only reinforces the much denied assimilationist policy of Interior and the Northern Territory Welfare Board.

THE YELLOW PERIL by Bill Hornadge

A Squint at some Australian attitudes towards Orientals. Hundreds of startling anti-racist quotations, verse, illustrations. The Clunes Riot - Yellow Fella Long Pork - Human Packhorses - Sticks and Stones Will Break Their Bones - "They Work Too Hard" - the "Chinese" vice - Smallpox Scares - the Opium Dens - Gamblers All - Bogus Dingo Tails - the Chinese Heathens - Beating the Political Drum - The Dictation Test - the Cat-Eaters - No More Puppy, No More Pie - Sam Poo the Bushranger - the Poll Tax - the Sunburnt Country - the Petition of Quang-Chew - the Mandarins - A Rose by Any Other Name - the Market Gardeners - "They Breed Like Rabbits" - Keep White the Strain - The Fine Fat Saucy Chinaman - The Japanese, etc.....PRICE \$1 (Postage 6c)

Other Publications:

THE DOWN UNDER CALENDAR FOR 1972 by Bill Hornadge. Subjects include: Melbourne - Canberra - The Police - Pubs and Publicans - Culture - Clothes Maketh Man - Pollution - The Melbourne Cup - In Memoriam - Sex - The Farmers - The Anzac Spirit -PRICE 75c (Postage 12c)

"A SQUINT DOWN UNDER" by Bill Hornadge. Contents include: The President and the Barmaid - The Longreach Miracle - The Problems of Sea Bathing and the Evils of Sunbathing - Down with Bikinis - Vietnam - Spending a Penny - Zara - Sex and the Shift Worker - If It Moves, Shoot It - Lord of the Fly - Unparliamentary Language - Gortonism - Goof - The Country Party - A Bird's Eye View of Politics - Chastity Belts Make a Comeback - The Black Stump - A Play is Banned in Melbourne, etc.....PRICE \$1 (postage 6c)

"A SQUINT AT THE WORLD" by Bill Hornadge. Contents include: Landscaping the Office - The Unspeakable in Pursuit of the Uneatable - Be Kind of Animals - Suffer Little Children - The Ku Klux Klan - Black is Beautiful - What to do When the Bomb Goes Off - Switched-on Religion - Theological Problems of the 20th Century - The Pill - Pollution - Class - The Upper Crust - Red Tape - A World Gone to Pot, etc.....PRICE \$1 (Postage 6c)

Available from:

MARY MARTIN BOOKSHOP PTY. LTD.
68 Grenfell Street, Adelaide, S.A. 5000

The first important message this film has for us is that people from outside the Northern Territory and those from the South in particular (this was stressed several times) have no concept what so ever of the problems facing the Aborigines.

The next point is that outsiders meet only a very small part of the problem and so how could they judge the overall situation. The film then proceeds to inform all non-Territorians what the problems really are by (ironically) examining a very small part of the overall picture. We are assured that very few people really know and understand the problem but everyone (thank God) can rest assured that those few people are either in the Department of Interior, the Welfare Branch or are Mission administrators. This belief is reinforced by the people they interview, white administrators, white missionaries, white teachers and white bureaucrats.

The understanding and sympathy shown by the white people over the young Aborigines dilemma is typified by the remarks of one wrinkled up white woman (nursing an Aboriginal child of course) "can't have 'em wanderin' around the blacks camp can we, they've gotta go and get a job." No doubt this is meant to be an intelligent remark yet this attitude is reinforced by pertinent remarks from men at the top.

The word assimilation is never mentioned but words such as "intergrate" and "social adjustment" are admirable substitutes. Even the girls we are assured by a seemingly embarrassed amel voice have to adjust socially so they can use deodorant and "other things girls use today."

One ludicrous scene shows a young white teacher enthusiastically explaining to a class of Aborigines that Cook discovered Australia and explains that he met natives when he landed, he then enquires of the natives "and what did they look like?" That sort of stupidity speaks for itself.

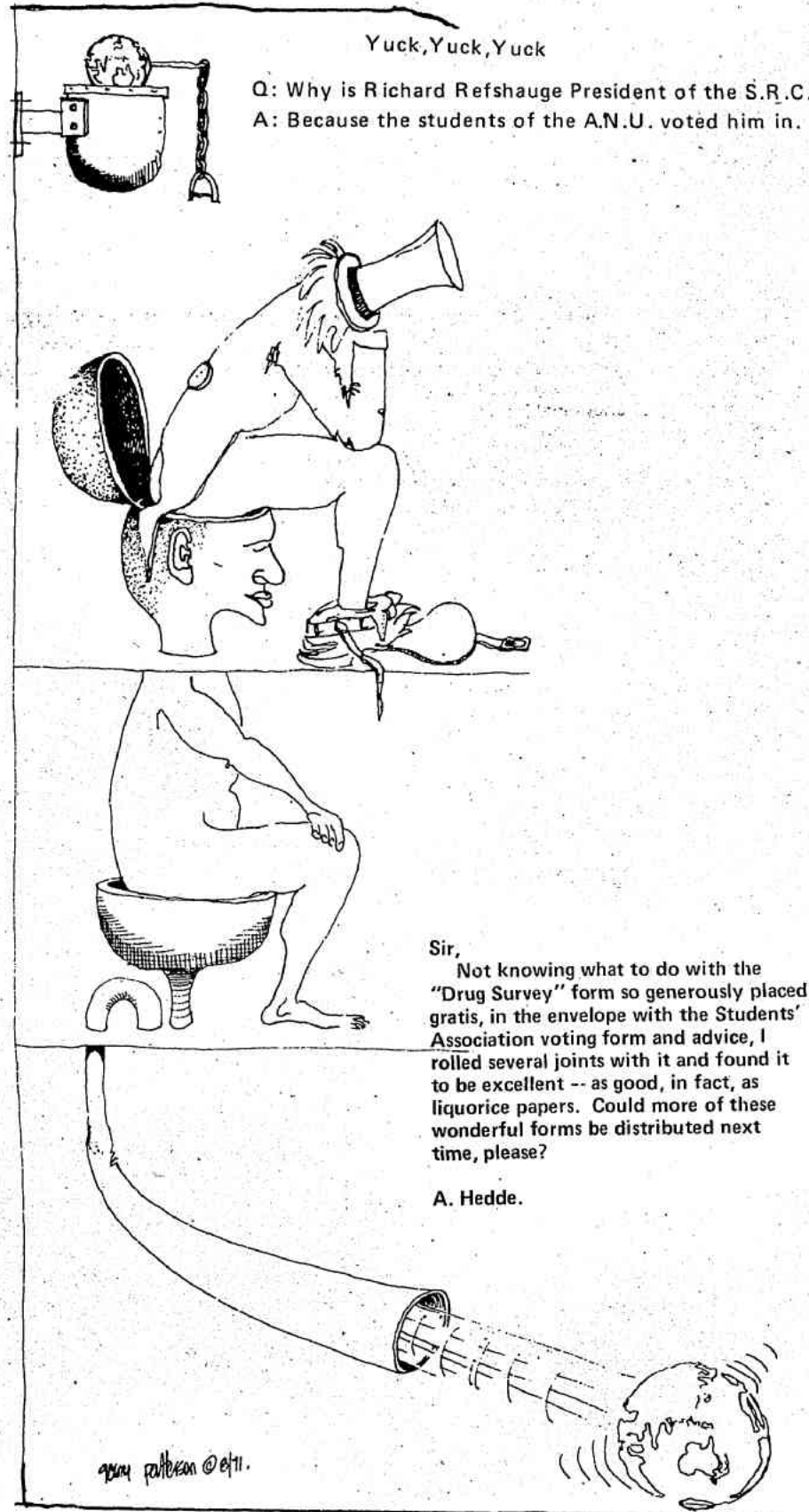
There are two cultures in this country, white and black, but does one culture have to prove its virility by smashing the other leaving it broken and battered to die. The inbuilt racism of the white bureaucrats refuse to see the possibilities of the white culture moving towards the black culture, they only see it in terms of the black moving to the white culture and being swallowed up.

The film demonstrates how thoroughly the administration is driving a wedge between the black children and their parents. The Department of the Interior and the film are condemned for giving, such a distorted view of the Aborigine's problems and for being so paternalistic and assimilationist in approach.

Bryan Havenhand.



letters



Yuck, Yuck, Yuck
 Q: Why is Richard Refshauge President of the S.R.C.
 A: Because the students of the A.N.U. voted him in.

Sir,
 Not knowing what to do with the "Drug Survey" form so generously placed, gratis, in the envelope with the Students' Association voting form and advice, I rolled several joints with it and found it to be excellent -- as good, in fact, as liquorice papers. Could more of these wonderful forms be distributed next time, please?
 A. Hedde.

1971 cartoon © 11.

Fouristerie

Dear Sir,
 May I suggest to you and your staff and Neil H. Francis or Neill M. Francis, that the A.N.U. Arts Faculty introduced spelling into their present syllabus of passing analysis and sentence construction so they may learn to spell FORESTY
 love
 Bill Carter



Who is accused ?

Sir,
 To call yourself a radical and at the same time to unashamedly display your racist tendencies is, to me, no more incongruous than a reactionary racist doing the same. Radicals on this campus still refer to persons of a different cultural background and a different colour (yes, it doesn't rub off) as wogs, boongs, chinks, gooks, niggers and abos depending on the occasion.
 As a result it is necessary to question the motive of many who participated in the Springbok demonstrations, was it simply good for the ego or did a genuine commitment to anti-racism exist. Many

must now consider what their motive was and if it was a personal commitment will they continue the anti-racist struggle.
 To many, a person's radicalism is gauged by the number of demos attended with the number of arrests particularly important. The personal commitment is conveniently overlooked, yet it is this commitment which is so desperately needed in the fight (and it will be a long one) against racism both in Australia and overseas.
 Bryan Havenhand.

Science

Sir,
 In a world already dominated by scientific achievement and problems, and containing vast numbers of people with a scrap or more of scientific training or knowledge, nowhere is there a political party called a "Scientific Party". In addition, according to both the National Library, Canberra, and the British Museum, London, nothing has apparently even been published on the subject, certainly nothing of any consequence that is readily available relating to the needs of our times and the future.
 Over the past five years, however, I have been curious enough to follow up some possible implications of such a party (manuscripts are available in both the National Library and the British Museum), and today I am quite satisfied that a very fair case can be made for proceeding further. Accordingly, I invite all relevant interested persons and institutions who wish to participate in a scholarly publication on some possible implications of a Scientific Party (the Latin word "scientia" does indeed mean "knowledge generally") to contact me or my student colleague, Miss Florence du Roure, care of Noahs Town House Motel, Canberra, as soon as possible, preferably by writing a letter.
 To assist interested parties to prepare for this project, I conclude by mentioning that the general trend of my present thought is that the theme of the party must be based around the survival of mankind; that it is essential to incorporate an international approach in an era of fast international communications and transport; that the mental and physical welfare of man must be placed before the pursuit of money and possessions, whether individually (capitalism) or collectively (socialism); that the principal participants or leaders (scientists), to contrast with both laymen and scientists) must not be totally ignorant of matters scientific if they are living in an age of science; and that the election of an appropriate spokesman is the initial, most immediately important, decision to be made. I have chosen Canberra and London as my initial centres of interest and action.
 (Dr David M. Slade, Laura, NSW
 2 more copies of my paper (ISP) have been forwarded to the ANU Library.

Dead

Dear Sir,
 Late yesterday, that democracy left to Australia died suddenly, and I feel that such a demise should not go unremarked.
 I believe that democracy had served this country well since it arrived here. Its main attractions were freedom of speech, and rule by the majority. It was the first of these which eventually caused its downfall, for it allowed minority groups to exist, and to express their thoughts and feelings. From a theoretical point of view, this was good, but democracy had overlooked one small point -- in fact, it had overestimated human nature. Democracy had imagined that minority groups would be satisfied with arguing with the majority, and that, if the arguments were sound, the majority would have been swayed, if not, then the minority would have accepted this defeat and tried another approach. To be precise, democracy had anticipated a society of rational men.

Of course, we, with our hindsight, now know just how wrong democracy was. We know that there exist few rational men, and that society is largely composed of bigots. We have also had the opportunity of studying the behaviour of the bigot, which seems to be characterized by one feature -- whether he is a majority or a minority bigot.
 If he held the majority line of thought, then his ideas were being implemented, and he was happy. He liked democracy because he knew that, whatever the minority might say, it would give him, one of the majority, the right to impose his ideas. Moreover, being a bigot, he was not particularly interested in what the minority had to say.
 The minority bigot, however, was a very frustrated person -- none of the people in power (the majority bigots) would listen to him, and all the while there were noble causes lying unresolved.

Being a minority bigot, he could do nothing. Thus he became a democracy hater, and set himself the avowed task of tearing democracy down.
 It was really quite a small thing that brought democracy's end. The latest noble cause of the minority bigots was Apartheid, and, as usual, the majority bigots were not listening. In fact the majority bigots had decided that they would like to play South Africa in Rugby -- What were the minority to do? Demonstrations had for a long time been part of the persuasive repertoire of the minority bigots, and they decided that the only solution was to make them bigger, more violent and more disruptive, and to focus them on these offensive games of Rugby.
 It was here that democracy stepped in. The majority wanted to see the South Africans and, being the majority, they had every right to. Well, all of the incidents that occurred are history now -- states of emergency, barbed wire fences, and arrests by the hundred. The result -- the majority bigots hardened their minds, the minority bigots became more militant, and democracy, becoming rather feeble now, was left wondering what had become of rational man.
 Then the final blow came. The majority bigots decided that they now wanted to play the South Africans in cricket, and the minority promised awful repercussions. Democracy, unable to provide protection for the protracted games of cricket disappeared quite suddenly. For the first time since democracy had arrived, the minority bigots suppressed the will of the majority.
 In the final reckoning, of course, the majority bigots had no choice -- democracy, with its dreams of rational man had allowed the minority to become too strong. "The minority must be allowed its say" democracy was often heard to content. It had not considered that perhaps the minority bigots would organize themselves to such a degree that they could impose their will on the majority, leaving democracy powerless to intervene.
 Well, now that it is all over, we must start looking ahead. What is to replace democracy? The minority will hold power for some time perhaps -- or the majority may reassert its authority. It still believe that democracy had the right idea, and if it could only have removed its fixation on rational man, it may have survived. But then -- it seems that democracy was as bigoted as everyone else.

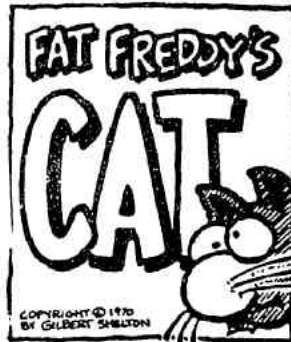
Yours
 M.P. Fevell.

Ocker

Comrade!
 We are writing on behalf of all the Rugby League supporters within the confines of the University campus. On the eighteenth day of September, the most important event on the Rugby League calendar was held at the Sydney Cricket Ground, this being the Sydney First Grade Rugby League Grand Final. The Rugby League supporters living on campus were forced to watch this most important event in the T.V. rooms of their respective halls and colleges of residence. Under these circumstances members found it inconvenient and annoying having to run to the fridge, every time they wanted a few cold tinnies.
 However the Union deemed it necessary, in its infinite wisdom, to open the Union Bar for the convenience of those people interested in watching the Aussie Rules Grand Final in Melbourne.
 We would just like to register our disapproval at the bias shown to the supporters of aerial ping-pong by this act of the Union, and we sincerely hope that in the future the Union will rectify this matter.
 Fraternally,
 Paul Crewe, and Allan Browning.

to you all

Dear Sir/Madam,
 You are cordially invited to a meeting to be held at the above address on Sunday next, October 3rd, at 2.30 pm.
 The business of this gathering will be to discuss ways and means of returning Mr John Gorton to the position of Prime Minister of Australia.
 If you are unable to attend, perhaps you could send your suggestions by mail.
 Peter Buff. 5 Central Avenue,
 BLACK ROCK, VIC 3193
 Phone 99.3873



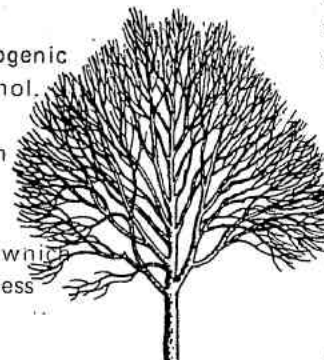
MEDITATE

The experience of transcending the field of thinking and extending the field of pure consciousness has unlimited benefits for the individual. During the meditation itself, as the conscious mind is engaged in finer and finer levels of the thinking process mental activity settles down and correspondingly physical activity decreases dramatically. Body and mind experience a state of profound rest during which deep stresses in the nervous system are released. The meditator then comes back into action refreshed and alert. The experience of many thousands of people in the world practicing TM has been that the mind becomes more perceptive, thinking has greater strength and clarity, the range of perception is expanded and awareness of the self and environment increases. The deep rest acquired frees the mediator from physical and mental tension, giving increased energy and efficiency for work, increased tranquility of mind, enhanced social relationships and

Q: Why did the lemon stop in the middle of the road?
A: Because it was yellow! (Yuck, Yuck, Yuck)

a lessening of desire for hallucinogenic and similar drugs, including alcohol.

Scientific research into TM has brought objective verification of this subjective experience of consciousness. Some extremely interesting results have emerged which state that the state of consciousness



brought about by TM is a separate definable physiological state from either the sleeping or waking states or from those produced by hypnosis or drugs.

Dr Keith Wallace in 'Science', March 27, 1970, reported a dramatic increase in oxygen consumption during meditation, indicating a slowing down of the metabolic rate due to deep rest; significant decreases in cardiac output, heart beat and breath rate; significant increases in skin resistance, indicating the degree of relaxation of the body; and significant permanent decreases in blood pressure. At the same time the mind remains active, for EEG's show a unique pattern indicating a state of 'restful alertness'

This simple effortless technique enables the individual free himself from stresses and then act creatively and positively within his environment. Here we have a vision of the possibility open to modern man - a society composed of individual able to live life fully!

'The purpose of life is the expansion of happiness.' - Maharishi Mahesh Yogi.

Cathy Hill, from the Sydney Transcendental Meditation centre, will be in Canberra this week to give an introductory talk and initiate in TM. Talks will be given on Thursday 7th October at 1 pm and Friday 8th October at 8 pm, both in the Meetings Room of the ANU Union building.

Allen Curtis & Partners Pty. Ltd.
LICENSED AGENTS
491833

Members of Combined Listing Service
Members of the Real Estate Institute
Canberra's Largest Selling Organisation
Agents for

Lend Lease Homes
Pty. Limited

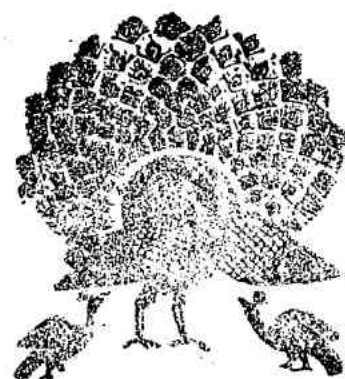
Offices at

- * 122 Bunda St. Civic
- * Tasman House, Hobart Place
- * 169 Alinga St. Civic

whether
BUYING - SELLING - LEASING
contact
"CURTIS of CANBERRA"

Wanted: One experienced amateur photographer for an informal wedding-Staff Club Friday December 3 (evening). Ring Astrid Norgard on 81 8575 during business hours.

THE HEALTH STORE
MONARO MALL
OFFERS 10% DISCOUNT ON
VITAMINS
TO STUDENTS
MANY ITEMS OF INTEREST STOCKED.



HANDICRAFTS OF ASIA

at

THE PEACOCK

SUITE 1 & 20 (upstairs) MANUKA ARCADE

NEW CONSIGNMENT OF
PERSIAN RUGS

See our exotic display of Asian Jewellery carved bone and wood Indian Kurtas, incense, frankincense and myrrh.

Hours: 10am - 4pm Tues. & Wed.
10 - 9pm Friday
9am - 4pm Sat.

Paddy Pallin Canberra

19 GAREMA PLACE, CANBERRA CITY, A.C.T., 2601

Telephone: 478949

We have a large range of rock climbing, camping and bushwalking equipment available.

In the near future a very comprehensive winter range, downhill and cross-country ski equipment.

Watch this Ad. for all the latest winter equipment.



GAREMA ARCADE
CANBERRA

PHONE: 48-9131

PIZZERIA

SPORT

David Smyth was one of three awarded an Athletics blue in 1971. Smyth is a Bachelor of Arts/Law student and was prominent in both the Athletics and Rugby Union Clubs.

During the 1970-71 Season Dave participated in 18 of the 21 athletic meets in which ANU took part. His performances during the year included increasing the ACT Junior Mens Javelin and 400 metres hurdles records until they stand at 184' and 57.0 seconds respectively; winning the ACT Junior Pentathlon with a record 3,371 points; second in NSW Junior Pentathlon by 2 points while winning the NSW Country title for this event and, second in the NSW Senior Mens Javelin at the Country Championships. He increased the ACT resident Javelin record twice, to a distance of 199' 1" the previous record of 182' 10" having stood for 10 years.

Following good wins at Intersarsity, Dave was included in the Australian Universities side which toured New Zealand; and remained undefeated in all javelin events contested.

The standard of competition for the ANU club in the ACT compares more than favourably with any throughout Australia. Dave's effort naturally contributed to ANU's success in the local competition. ANU missed winning both the Senior and Junior mens divisions by only a few points.

To top it all off, Dave found time to play in ANU's first XV Rugby team.

Other Blues Awarded

The Skindiving club received its first ever 'blue' with IV club captain Glen Cocking an economics student. As ANU can only participate as individuals in the local competition, Intersarsity is probably the highlight of the year.

Glen was 1970-71 IV spearfishing champion; scuba champion and overall mens skindiving champion. During Intersarsity ANU mens team finished in 2nd position and the womens team 4th from 13 universities competing. The strength of ANU's performance is more creditable as the overall standard compared favourably with that at the Australian championships.

These performances also gained Glen a place in the ACT Scuba team for the Australian Scuba Championships in 1970-71.

Squash
All ACT squash followers will welcome the award of a full blue to John Robertson in this sport. John a Physics (Astonomy) Ph.D student was a number one player in the ANU first team and runner up in the ACT Country Week team in October.

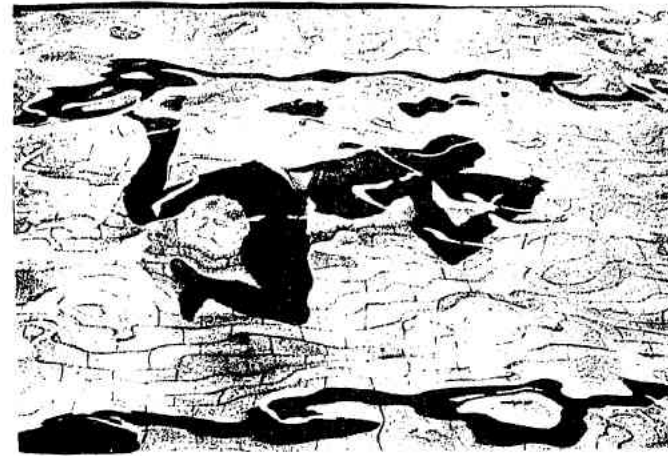
At the very successful intersarsity just concluded in August he was defeated only once — by R.Jolly who is ranked Number 5 in Victoria. The combined Australian University side included John as Number 2 behind Jolly. ANU finished 4th out of 12 at intersarsity, slightly disappointing in view of John's performance.

In the local competition ANU firsts came out on top in the winter round robin but second overall.

Two other squash players who hold 'Blues' Don Aitkin and Bob Alexander have been rated behind John during the last season.

Athletics

The Athletics club showed great depth as two others also received blues. Tom Power a Master of Science student participated for ANU after Christmas and his performances included bettering the



ACT 800 m. record six times with his best time of 1.51.1. Bettered the ACT 1500 m record by 3 seconds. Tom gained firsts in the 800 m 400 m and 1500 m at the ACT Championships, and a third in the 800 m at the NSW titles. This would probably rank him at about 10th in Australia. Tom represented NSW at Australian championships, and the Australian Universities side in New Zealand.

At Intersarsity, which sees a generally higher standard than in the ACT, Tom ran second in the 800 m and fifth in the 1500 m.

Toms track efforts did not keep him fully occupied for he also found time to be club captain and be a member of IV organisation committee.

The other Athletics blue award is to hammer throw and shot put champion. Olavi Koivickangas. Olavi is a PhD student in the Department of Demography and participated in all fixtures contested by ANU.

Olavi's record includes ACT Champion for the hammer throw and shot put, NSW Country champion in hammer, discus and shot-put, and second in NSW titles for the hammer throw. He represented NSW against Queensland in hammer, shot and discus and the NSW team for Australian championships.

Olavis record at Intersarsity was even more convincing, as he contributed over half of ANU's total points, with firsts in the hammer and discus and a second placing in the shot. He also set a new Intersarsity hammer throwing record.

Olavis selection in the Combined University side which visited New Zealand in these 3 field events is especially creditable as the standard equals that at Australian national level.

Half Blues were awarded to table tennis champion and science student David Ngui. David won the ACT residents titles and was undefeated in the winter competition and gained selection in ACT team for Country Week, to play against touring English team.

Two skiing half blues were awarded to John Darling an economics student and Peter Thompson a science student. John represented at ACT and Intersarsity championships gaining a fourth position in Giant Slalom Downhill events. He gained fifth in Kiandra Invitation trophy, and acted as team coach during training week prior to 15IV.

Peter gained a first from the ANU skiers in the Paddy Pallin national classic, was second in intersarsity langlauf event and was recorded the second fastest time in the Intersarsity relay race.

Rob Wilson gains a half blue in Australian Rules. His chances for higher award was undoubtedly hampered by injury. However Rob did gain selection to the ACT Representative side for Brisbane and all other games. Rob topped the voting for ANU members in the local Mulrooney Medal award and is expected to be in close running for ANU clubs best and fairest award.

FROM GLIDERS TO STAMPS OR FREE MONEY

A sad fact of life is the endless pouring out of our own capital. If you want to play sports you fork out Sports Union fees; if you want to go to a concert you pay out some of your hard earned scholarship. Even riding a filly or a surf board costs capital. Its a hard life.

When we started to think about a gliding club, and the expense involved, we also began to think of alternate ways of making cash. We had to play the capitalist game, but at the same time set up a non-profit making organisation. We chose stamps because of its high profitability, the relatively small work area needed, and since the founder only knew how to sell stamps it could be started off as a part-time enterprise.

Since we started some months ago, our ideas about the purpose of the business have developed. We have a two strand group of aims; one for organisations outside the university through the buying of stamps, the other for organisations within this university through the selling of stamps. Our aims are to financially contribute to organisations, both religious and secular, which are involved in welfare, educational, cultural & sporting activities.

Buying stamps, washed off paper, for a relatively high price can make an immediate contribution of help, for example to Indonesian students. We have been told that \$7 will keep a student fed and housed for a month! When you realise that stamps are thrown away in millions, are free to the collector of them, and can be changed into cash, then obviously a stream of gold runs out of the ANU in tiny pictures daily. It's a horrifying thought to a pseudo-capitalist.

At present we are buying from several Dominican houses in Australia, a welfare group in New Zealand, an orphanage in Dehra Dun, India, the hockey club in the University of Papua & New Guinea and one member of the Social Action Group in ANU. Sales have also been promised from a Christian University in Indonesia, a student group in the University of Bolswana, Lesotho &

Swaziland, and interest has been shown by the Mutual Aid Society in the University of Ghana.

We were granted the use of a room in the Old Drill Hall last June where we have centralised our activities. Recently, the Board of the University Credit Union approved a modest but useful loan for the business. The loan, to be fully indemnified, is contingent upon the formation by us of a trading co-operative, and the students international stamp co-operative is now being formed. It is hoped that the successful trading of SIS Co

will also contribute to the formation of the proposed students credit union at ANU.

The sales are small, but steadily increasing, and at present a \$2000 loan can be repaid fortnightly with a few dollars over. We still have a long way to go before excess profits can be funnelled off into University organisations, via an Association. But it is quite clear that officially recognised groups within the university concerned with welfare

work & cultural & sporting activities can legally benefit from the business.

After the exams we hope to employ some students on a part-time basis. As we grow financially stronger we see the business offering part-time employment to some students all the year round. Finally of course, we shall need a full-time manager.

In the meantime, if our project is thought to be worthwhile, we need primarily voluntary workers. We also need people who will work not for direct monetary returns, but for the money they have earned to be paid into their club. Work can be done in the rooms or at home.

We need people to buy stamps from us, to collect stamps & give them to us free; to collect & sell to us; to soak, count, bundle & catalogue stamps. We

also need people to make up orders for customers; to help us find overseas contacts for buying stamps, especially in Africa. There is certainly a lot of work to be done, but once past the voluntary stage the rewards will be well worth having.

Everyone interested in helping us, once the exam pressure is off, during the vacation or next year, please contact your friendly shrink, Desmond Judge top floor, Copland Building, Counselling Service, direct, or by phone on Ext. 2442.

AIKIDO COURSE Sugano (5th Dan)

will give a course of Aikido at: ANU Drill Hall, Kingsley St. Saturday Oct 9th 2 - 6 pm.
Fee \$2 (Spectators free)
Aikido is practised at the Drill Hall every Tuesday & Thursday 5.30-6.30 pm.

woroni staff

SIMON BYRNE
DAVID WRIGHT
JOHNNY WATERFORD

And
Robert Turnbull
Robert Brittan
Tony Elkin
Bruce Smith
Fred Murk
Ian Green
Owen Edwards
Michael Headley
Rae Ball
and Helen as well

Tea Ladies:
Pat & Joan

Business Manager:
Johnny Waterford



Q: Why did the lemon squash?
A: Because it was run over by a semi-trailer.

WORONI is the journal of the A.N.U. Students' Association, published fortnightly by Alison Richards, Director of Student Publications, and printed by Maxwell Newton Pty. Ltd.



Peace hath her shining victories
No less renowned than war,
The fight for health instead of
wealth
Is waged both near and far.
Cough, cold and 'flu attacking you
May all be rendered fewer,
So strike the foe, he's bound to go
with Woods' Great Peppermint
Cure.

**WOODS' GREAT
PEPPERMINT CURE**
For Coughs and Colds, never fails

